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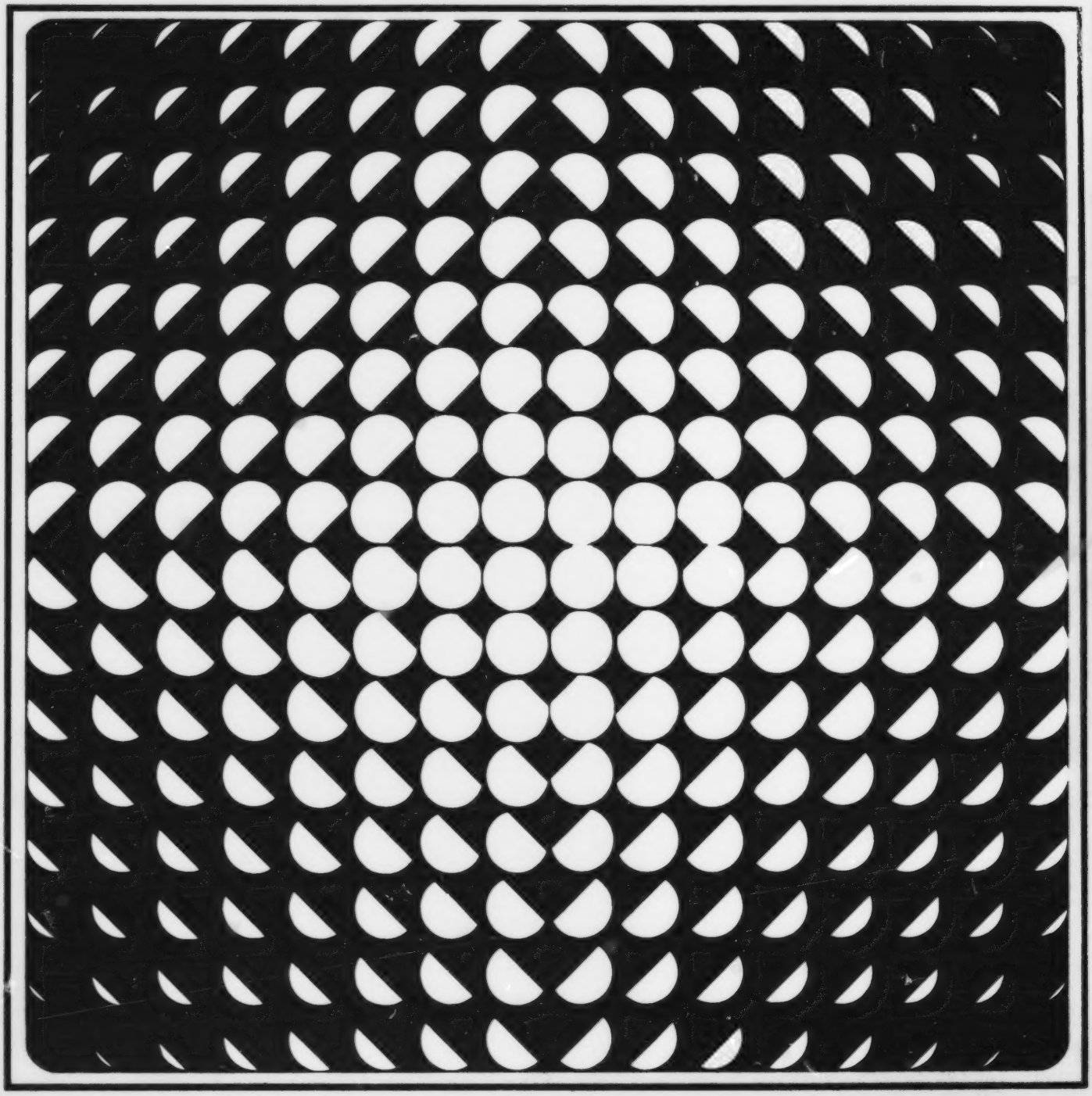
REFLECTIONS ON THE SYMONS REPORT
THE STATE OF CANADIAN STUDIES IN 1980



REFLECTIONS ON THE SYMONS REPORT THE STATE OF CANADIAN STUDIES IN 1980

A REPORT PREPARED FOR
THE DEPARTMENT OF THE SECRETARY OF STATE
OF CANADA

BY

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Cat. No. S2-99/1981E

ISBN 0-662-11608-9

FOREWORD

For Canadians to have a sense of belonging to Canada, it is essential that more attention be paid to the development of teaching, research and publication about Canada. The Commission on Canadian Studies, chaired by Professor T.H.B. Symons, in its report released in March, 1976, made some 1,000 general and 296 specific recommendations aimed at improving the state of Canadian studies.

This report, commissioned by the Department of the Secretary of State as a follow-up to the Symons Report, demonstrates that, while much has been accomplished, much more needs to be done if Canadians are to be provided with adequate opportunities to know themselves.

Francis Fox
Secretary of State

CONTENTS

Preface vii

Acknowledgements viii

Introduction ix

I Responses of Some Governmental Agencies and Departments to the Challenges of Canadian Studies 1

II Canadian Studies at Some Canadian Universities 41

III National Organizations Directly Involved in Canadian Studies 131

IV Responses to the Commission on Canadian Studies in Some Learned Journals and by Some Disciplinary and Professional Bodies 153

V Canadian Studies Abroad 184

VI Canadian Studies and Archives 203

VII General Conclusions 226

Index 231

PREFACE

This paper has been commissioned by the Department of the Secretary of State. One of its key purposes is to review some of the current work being done to advance teaching, research and publication about Canada. It is hoped that this document will contribute to readers' knowledge about the current state of the field.

The Reflections are also designed to document the impact of To Know Ourselves: The Report of the Commission on Canadian Studies, written by Professor T.H.B. Symons. By highlighting some of the major work done since the release of that report in March, 1976, this paper may provide a yardstick which can be used to measure how far we have come, and how far we have yet to go, in addressing the problems and the issues analysed by the Commission.

The information contained on these pages carry implications for educational policy-makers and practitioners concerned with Canadian studies. As well, there are implications for those who finance teaching and research in Canada: governments, granting councils, foundations and private donors.

The paper concludes that there is still much to be done to make Canadian studies healthy, despite the remarkable response to the recommendations in To Know Ourselves. Canadian studies will continue to develop only if we make a commitment to know and to understand Canada.

James E. Page
Toronto
September, 1980

ACKNOWLEDGEMENTS

The author wishes to acknowledge the many fine contributions and valuable assistance provided by the Association for Canadian Studies, the Association of Universities and Colleges of Canada, the Association of Canadian Community Colleges, the Canada Studies Foundation, the Department of External Affairs, the Social Sciences and Humanities Research Council of Canada, the Department of the Secretary of State and scores of individuals who provided information, comment and suggestions for this particular study. Special thanks are due to Professor T.H.B. Symons for making the files of the Commission on Canadian Studies available; to Barbara Gallagher for her help in typing and proofreading this manuscript; and to Marcel Caya for his assistance in research on the work being done in the universities of Quebec.

While recognizing these countless contributions, the author nevertheless assumes full responsibility for all of the shortcomings in the text. The opinions of the author do not necessarily reflect those of the Department of the Secretary of State.

INTRODUCTION

The Commission on Canadian Studies, chaired by Professor T.H.B. Symons, was established by the Association of Universities and Colleges of Canada in 1972. The commissioner and his staff spent three years examining the state of teaching, research and publication about Canada before releasing the first two volumes of the Symons report, To Know Ourselves. That document provides a mirror for Canadians to use in determining the extent to which their own educational systems reflect the needs, circumstances and potential of Canada.

Before the Commission reported, hearings were held in more than 40 communities and more than 2,500 persons joined in the discussions. There were more then 1,000 briefs and close to 40,000 letters submitted to the Commission. Meetings were held with representatives of some 200 professional, academic and educational societies, plus agencies such as the CBC, the National Film Board, the Science Council of Canada, the Canada Council, the National Research Council and so on. Remarkably, since the release of To Know Ourselves, the flood of enquiries and comments has continued unabated to this day and the on-going work of the Commission from 1976 to 1980 has been as influential, in some instances, as the report itself.

Dr. Symons began his report with an explanation of the term Canadian studies.

> "In general, the Commission considered as Canadian studies teaching or research in any field that, as one of its major purposes, promotes knowledge about Canada by dealing with some aspect of the country's culture, social conditions, physical setting, or place in the world. Within these terms, Canadian studies would include both work conducted along traditional disciplinary lines and work organized around a single theme or subject but drawing upon the knowledge and techniques of several disciplines."
>
> (Volume I, page 5)

Using this basic definition, the Commission reported on Canadian content in the university curriculum; science, technology and Canadian studies; the Canadian component for education in the professions; Canadian studies abroad; Canadian studies in the community colleges; archives and Canadian studies; audio-visual resources and other media support for Canadian studies; and the role of the private donor in supporting Canadian studies.

This paper is not a comprehensive review of the response to every recommendation in the report. It would be impossible to document precisely the impact of the nearly 1,000 general and the 295 specific recommendations found in Volumes I and II of To Know Ourselves. They were addressed broadly "to whom it may concern" in Canada's universities and colleges, the federal government, provincial governments, academic bodies, granting councils, private organizations and the public at large. Another limitation is the impossibility of a precise determination of how the report has been employed.

In some cases there is no problem because individuals and organizations have explicitly stated that programs were launched, projects initiated, curricula altered, policies changed, research undertaken, or attitudes reformulated as a direct result of the analysis or recommendations in To Know Ourselves. But there are other instances in which issues raised in the report have been addressed without any explicit acknowledgement of the Symons study. In some cases it has been argued that specific changes in policy or practice were "evolutionary," that is, bound to happen regardless of the findings of the commissioner and his staff. Finally, there are institutions, aware of the existence of the Commission and the direction of its work, which appear to have tried to preempt the report to avoid whatever embarrassments might have been occasioned by their previous neglect of one or other aspect of Canadian studies.

Not all of the recommendations in To Know Ourselves have been addressed, nor has the report been greeted with approval in all quarters. Some recommendations have been ignored, and some people have dismissed the document out of hand. Further, the published sections of the study do not address a number of basic questions, and since 1976 there have been changes in both national and educational circumstances which may date some of the Commission's recommendations or render them difficult to address. Inevitably, new issues have arisen which could not have been foreseen by Professor Symons and his colleagues.

Nevertheless, I believe that To Know Ourselves has encouraged action on a great number of specific problems, and has contributed to a change in the academic climate of this country so as to make advances in Canadian studies possible. The findings reported here document the massive response to the Commission's report and give substance to the view that the Commission has had, and is having, a profound impact on many aspects of teaching, research and publication about Canada. Certainly no other commission on educational matters has elicited such broad public interest.

This paper points to the need for educational, governmental and non-governmental decision-makers to reread Professor Symons' valuable study. Though the responses to the report have been many and varied, there are a host of issues which still need to be addressed. In many ways To Know Ourselves is more than a static review of Canadian education circa 1975 -- it is a blueprint for education in the eighties.

REFLECTIONS ON THE SYMONS REPORT

THE STATE OF CANADIAN STUDIES IN 1980

CHAPTER ONE

RESPONSE OF SOME GOVERNMENTAL AGENCIES AND DEPARTMENTS TO THE CHALLENGES OF CANADIAN STUDIES

"The Commission recommends that the support of teaching and research in Canadian studies should be clearly identified as a major part of the mandate of the federal granting agencies, and that additional resources should be provided to the agencies by the government to enable them to give greater financial support to work in this field."

To Know Ourselves
Volume I, Page 134B, Recommendation #52

RESPONSES OF SOME GOVERNMENTAL AGENCIES AND DEPARTMENTS TO THE CHALLENGES OF CANADIAN STUDIES

Canadian studies requires judiciously funded programs for the development of adequate teaching, research and publications about Canada. Dr. Symons called on public agencies and governmental departments to consider ways to provide support and encouragement for Canadian studies work in schools, colleges and universities. Each branch of government was asked to consider how it might address the problems identified in the report, given their specific mandates and resources.

This chapter concludes that a number of these agencies and departments have responded thoroughly and thoughtfully to many recommendations in To Know Ourselves. There are issues which remain to be addressed, however, and some of them are noted at the end of this and of other chapters.

Part one of this chapter deals with the work of some representative federal agencies, federally funded organizations, and the Department of the Secretary of State. Part two deals with a general comment on provincial reactions to the report and on the work of the Ontario Arts Council, an illustration of the kind of work being done at the provincial level.

This is neither a definitive review of every response to the Symons report by governments, nor is it a comment on all the direct and indirect federal and provincial actions taken in support of Canadian studies. However, the chapter does provide some representative examples of the kinds of support given by some government agencies to research, teaching and publication about Canada.

But readers should not think that these are the only types of governmental responses. As one Member of the House of Commons wrote:

> The report is nothing less than a blueprint for a reshaped Canada, based on incisive findings and recommendations on how we in Canada can and should greatly increase our knowledge of ourselves as Canadians and of our country in all its complexity.
>
> This is one Member of Parliament who would not think of approaching any of a large number of research or speech topics without a good pen in one hand and the Symons report in the other.

Nor should readers think that departments not included here have failed to address Canadian studies issues. The Department of Health and Welfare, the Ministry of State for Science and Technology and the Department of Indian and Northern Affairs all have acknowledged the work of the Commission and have

contributed something to the development of Canadian studies. Similarly, only one of the National Museum Corporation branches is included here and the provincial museums are not included at all. This is simply because time and resources were too limited to reach every agency or department of government.

Sources used for the preparation of this chapter include briefs and documentation solicited from the organizations cited in this study. In a few instances unpublished internal documents and reports were given to the author for use here. As well, the files of the Commission on Canadian Studies were made available by Professor Symons.

PART ONE: THE FEDERAL LEVEL

June 1, 1980, marks the 29th anniversary of the release of the report of the Massey Commission. Since then, Canadian governments have worked to create a healthy and supportive atmosphere for the arts, letters and sciences through the Canada Council, the National Research Council, the Science Council, the National Film Board, the Canadian Broadcasting Corporation and other agencies and institutions.

The report of the Commission on Canadian Studies, however, has reminded us that there are still many glaring problems to be faced. In particular, the Commission reiterated Massey's call for a more supportive atmosphere for research and scholarship in the humanities, the social sciences, the physical sciences and technology. Further, the dangers the Commission on Canadian Studies pointed to about our lack of self-knowledge are of concern, not only in the context of formal education, but as impediments to the maturing of our society in every way.

Initial support for the Symons report was expressed strongly in journals and newspapers published from coast to coast: "Country Tardy on University Report" (Halifax Chronicle-Herald, 7 November 1977), "We Don't Know Enough About Us" (Financial Post, 22 May 1976), "University Education - $2.5 Billion Worth" (Halifax Chronicle-Herald, 26 April 1976, "American Values Taught in Canadian Sociology" (Victoria Times, 20 April 1976), "Le Canada ignoré par les Canadiens" (Université Laval, 17 mars 1976), "U.S. Dominating our Universities" (Stratford Beacon-Herald, 2 April 1976), "Hire More Canadian Professors - Or Else" (Toronto Star, 28 April 1976), "Les francophones sont plus fiers du Canada" (Saguenay Le Quotidien, Chicoutimi, 12 avril 1976), "O Can-a-da, Ignored and Unknown Land" (Maclean's, 5 April 1976). As chapter four shows, these early responses have continued to the present day across Canada.

Moreover, as already noted, the Commission on Canadian Studies has received over 40,000 letters, more than any other commission on the arts or education in our history. Public interest and press comments taken together indicate that Canadian studies truly is a national concern which urgently requires attention.

In a number of its sections, the Commission on Canadian Studies concluded that the federal government has an important role to play as sponsor and catalyst, and in allocating money directly for the development of Canadian studies at home and abroad. In general, the Commission's reasons for this view were that aspects of Canadian studies relate directly to the federal government's areas of concern; that in a number of cases only the federal government and its agencies have the authority and the resources to act; and that in some instances the particular problems which need to be addressed require national, rather than regional or provincial responses.

While there are a number of obvious political implications from federal government activity in areas designated as "Canadian studies," and some do oppose federal involvement in what has been considered provincial territory, it is apparent that there are others who agree with the Commission and do not see this as an exclusive provincial preserve. For example, a Toronto Star editorial, reprinted across the country, said in part:

> Ottawa and the provincial governments must take the lead in correcting the sad state of Canadian studies in universities if this nation is to foster any identity of its own in its institutions of higher learning.

The Times Higher Education Supplement said of the Commission that "...its effect depends on how seriously it is taken by the government." (April 2, 1976)

Part one of this chapter provides detailed descriptions of the responses to the Commission's findings from the Canadian Institute for Historical Microreproduction, the National Film Board, the National Library, the National Museum of Man, the Science Council of Canada, the Social Sciences and Humanities Research Council of Canada and the Department of the Secretary of State. Together these illustrate that Canadian studies are taken seriously at the federal level.

THE CANADIAN INSTITUTE FOR HISTORICAL MICROREPRODUCTION

The Canadian Institute for Historical Microreproduction is a new, independent, non-profit organization which traces its origin to the report of the Commission on Canadian Studies. The commissioner had drawn attention to the weaknesses in library collections of Canadiana in the country and had underscored the need to expand access to these resources. He further pointed out the need to repatriate Canadiana stored in foreign repositories and to restore and preserve these materials in Canada.

Based on Professor Symons' observations, the Canada Council commissioned a Consultative Group on University Research Libraries in Canada. The Group's study addressed a number of issues but was attentive to two questions in particular: the fact that many Canadiana collections were incomplete, and that these resources were deteriorating.

> One striking and, to us, important characteristic of research collections in universities across Canada which immediately came to light was their weakness in Canadian materials. Collections of Canadiana are poor at most libraries and incomplete overall. A great deal of Canadiana is not preserved anywhere within the country.
>
> Not only is it difficult to obtain access to Canadiana, but books are rapidly deteriorating through heavy use -- an even more serious problem. We are faced with the alarming prospect that students in future generations will have very little early Canadian material to study, unless some large and constructive measures are taken immediately.

The Institute was set up by a group of independent scholars acting on the recommendation of the Council's Consultative Group on University Research Libraries and of the Commission on Canadian Studies, with some assistance from Canada Council staff members. Its purpose is to ensure the preservation and availability of written material by Canadians, or about Canada or Canadians, mainly through the use, storage and dissemination of microreproductions.

The Canada Council announced an award of $2,000,000 to the Institute on March 15, 1978, the date of the first board meeting held by the organization. This grant, for a five-year period, is enabling the Institute to seek out all Canadian works in print, published before 1900, which are rare or scarce in Canada or known to be in other countries, and to preserve and catalogue the material in microreproduction. Books, pamphlets and broadsheets in all subjects relating to Canada are being copied and made available to interested individuals, libraries and other institutions.

While not a government agency, the Institute is included here because it has been established with the support of the federal government and promises to be an important national resource in the development of Canadian studies.

NATIONAL FILM BOARD OF CANADA

The first indication of NFB interest in the Symons study was the release of To Know Ourselves: Canadian Studies and the NFB, in October, 1977. This 211 page document, prepared by Ron Dick of the Board's Production Research Office, is a massive and positive response to the Commission's work.

> No apology is made for borrowing a general title from the Symons Commission. There is simply no better description of the 'raison d'être' for Canadian studies, and hence for anything the NFB may do in this area.

The NFB study was divided into three parts: general observations, recommendations and appendices. It examined, in detail, the recommendations made in the Commission's study. The author conducted interviews with representatives from the Association for Canadian Studies, the Association of Canadian Community Colleges, the Canada Studies Foundation, OISE and teachers and researchers across Canada.

Dick's major report, known as "the Old Testament" at the Board, was followed by a précis of the study, also done by the author, which is called by some "the New Testament." The shorter synopsis, 25 pages in length, was released in 1978 as a basic working document.

The general observations contained in both "testaments" were extensive and analytic. Their conclusions can be summarized in the following points:

(1) Although many problems remain to be overcome, Canadian studies are at long last coming into their own.

(2) Canadian studies can make a critical contribution to the self-knowledge and the self-awareness of Canadians.

(3) Canadian studies can help us explore the elements of our multiple identities. Its purpose is not to search for a consensus but to develop better knowledge of divergent perspectives on common Canadian concerns.

(4) At perhaps no time in Canadian history has there been such an opportunity to re-think long-unexamined basic Canadian relationships, such a willingness at long last to face up to the essential duality of Canadian existence and a readiness to contemplate basic restructuring.

(5) The National Film Board is widely appreciated throughout all levels of the educational system for its consistent contribution in a general way to Canadian studies. But research has shown that the rapid maturing of the Canadian cultures has created new needs, and that these have scarcely begun to be fulfilled.

Based on these conclusions, Ron Dick suggested that a broad two-pronged Canadian studies program be established by the Board.

The first aspect of this program would be the continuation and expansion of the type of Canadian-oriented work that the Board has historically done, concentrating on filling some of the specific gaps identified by experts in the field. During the summer of 1979, a special 30-page paper on gaps in the NFB's Canadian studies holdings was commissioned by the Board for use by NFB production and research.

Dick proposed that the second part of this work, "The Special Program in Canadian Studies", should include:

- films dealing with the "current crisis in Canada";

- general films dealing with Canadian studies as a field of endeavour;

- Elements of Canadian Identity, a series of films to be made for the schools level;

- films dealing with specific needs in various disciplines: Canadian literature, Canadian history, business studies and so on.

Dick believed that such a special program would be a challenge for the NFB, "...dealing at all times and in new ways with ideas essential to the expansion of Canadian self-knowledge. At this time no task is deserving of greater priority."

The NFB reports that the timing of Ron Dick's recommendations was unfortunate. They have not been addressed. By the fall of 1978, the NFB had suffered two budget cuts as part of the government's program of fiscal restraint. These cuts, the Board says, reduced its purchasing power by 20 per cent compared with the previous year.

> In this context, the recommendations contained in Ron Dick's report to establish new programs and to extend existing ones, could not even be considered.

A review of the impact of these cuts on the Board's production and distribution programs shows that a large number of very important activities related to Canadian studies were either slowed down or cancelled. These included:

- the Adventures in History series, films which are designed to stimulate interest in Canadian history and social studies, particularly at the elementary school level. Of the 20 original productions planned, only eight have been produced "because of budget restrictions";

- the Axis of Perception Map, which is a new projection of the map of Canada depicting Canada as it would be seen from a satellite orbiting the Canada/U.S. border. The initial computer design was finished several years ago and the topographic colouring completed in March 1980. Production funds, estimated at $100,000, have been unavailable;

- the Canadian Literature Program, an extensive program of films, both animated and dramatized, based on short stories or extracts from the works of Canadian authors for use by teachers of

literature. Only The Sweater, based on the short story by Roch Carrier, is currently in production, and this suffered several delays because of budget cuts to the animation program;

- the Children of Canada series, which is a series to introduce children of varied backgrounds, cultures and lifestyles who live in widely divergent regions of Canada, is designed to encourage an appreciation of the similarities and differences which contribute to the development of the Canadian identity. Of approximately 16 planned, only eight have been completed;

- the Education Support Program, designed to have three major elements. Each of them is important to educators, and each contributes to the development of film programs of value to Canadian studies. The three elements were:

  (1) English and French curriculum support of films and related materials;

  (2) distribution activities to expedite broader national use of existing provincial audio-visual materials;

  (3) the Technical Branch, through its research division, has tested new equipment before it became widely available, provided consultation on specifications and issued technical bulletins to all provincial users.

  The NFB Education Support Program has been cancelled, although the testing program, point three above, is being continued;

- the Native Peoples Program, a proposed series of films on the Native Peoples of Canada. Plans were to involve native peoples in production and to provide training programs to assist them in both the production and distribution of all forms of audio-visual material.

In addition to all of these cancelled or curtailed programs, the National Film Board seems to have had its Canadian studies effort weakened because budget cuts have led to lost opportunities. Some useful projects have not even been brought forward to the program committee for consideration. One example is "Living History," which emanated from the Vancouver studio in 1978. The proposal included plans to make film biographies of W.A.C. Bennett and Grace MacInnis. These were cancelled for lack of funds. Other

personalities proposed for the series were John Diefenbaker, Tommy Douglas, Donald Creighton, Harold Innis, Northrop Frye, Leon Dion, Barker Fairly, Marcel Rioux and George Grant.

Although many people at the NFB read Ron Dick's reports with interest, and were ready to develop specific program recommendations based on them, the financial situation made special work on Canadian studies impossible. According to the NFB: "Such programs cannot be created out of existing funds without curtailing or cancelling existing programs."

Seeing Ourselves: Films for Canadian Studies: and Seeing Canada: Films for Canadian Studies

Another aspect of the NFB's formal response to the report of the Commission on Canadian Studies was the publication of Seeing Ourselves: Films for Canadian Studies. This 200-page annotated film guide provides teachers and students at all levels with information on some of the NFB material available for the study of the following Canadian studies themes: art and artists, French-English relations, history, literature, native studies, political process, Quebec, regional studies, the Thirties, urban studies and women's studies in Canada.

The foreword to Seeing Ourselves refers to the importance of the report of the Commission on Canadian Studies and notes that Professor Symons "...issued a challenge to institutions like the CBC and the NFB to increase their efforts to produce suitable audio-visual materials. His rationale was that to know ourselves, we must be capable of seeing ourselves."

After the publication of this book, the National Film Board commissioned an expanded version of the guide for use in Canadian studies programs abroad. The larger volume is 268 pages in length and is called Seeing Canada: Films for Canadian Studies. It contains the original themes, and three new ones: an introduction to Canada, Canada and the world, and Canadian-American relations.

Both Seeing Ourselves and Seeing Canada were produced for the now-cancelled Education Support Program. Seeing Ourselves is being distributed in Canada through the Canadian Film Institute, and Seeing Canada is being distributed abroad by the Department of External Affairs and by the National Film Board's offices in the U.K. and the U.S.

Development of a National Classification System for Canadian Audio-Visual Materials

In the audio-visual chapter of the Symons report, the commissioner recommended that a standard Canada-wide classification system for media materials be developed (Recommendation #7, page 104, Volume 2), and he encouraged the National Library to meet with the NFB, the Canadian Film Institute, public libraries, the Public Archives, provincial archives and so on, to pursue this matter.

The NFB has taken an initiative in this area. The primary goal has been to provide, through various forms and networks, access to information about Canadian audio-visual products.

The proposed system aims at assisting the Canadian film community to undertake more effectively the selection, acquisition and promotion of Canadian produced audio-visual products. Specifically, the system will gather information about relevant Canadian audio-visual products, organize it according to library quality standards and make it available for the individual requirements of users. PRECIS (Preserved Context Index System) is being used to provide subject access to film files. All data is to be entered into the central computer in a "Canadian-compatible," (the modified CAN-MARC) format pioneered by the National Library. The system will take into consideration the needs of the NFB, participating institutions, producers, distributors and the audio-visual using public.

In order to enable users to select those audio-visual materials which are appropriate to their needs, they will have access to comprehensive records which will permit the identification, by subject, of audio-visual materials of potential interest, as well as detailed information about their availability for sale, rental or free loan. In addition to the selection of material, the system will provide, according to the NFB, programing information, data analysis, aids to production, directories and catalogues. Some of the major access fields of the classification system will include title, subject, format, language, producer and distributor. The Board is committed to these efforts and is working to develop and expand PRECIS as a national classification system.

"Versioning" of Films for Canadian Studies

One important aspect of the work of the National Film Board relates to bridging the gap between the two major cultures in Canada. One effective way of doing this is to produce French versions of English films and English versions of French ones. The majority of the NFB's films, with the exception of those produced in the "sponsored program," are not "versioned". Of approximately 120 titles produced each year, less than 20 are released in both French and English. By now there is a large backlog of films produced during the last decade or more which deserve to be "versioned" and these would constitute an important addition to the list of Canadian studies materials presently in the catalogue.

An expansion of the versioning unit's budget would provide anglophones a wealth of new material on French Canada, and francophones increased access to English Canadian films. Quebec studies and Canadian studies programs could be enhanced considerably.

National Film Board Plans in Canadian Studies

The National Film Board has indicated that the following recommendations are to be presented to senior management of the Board for consideration in mid-1980:

(1) In recognition of the importance of Canadian studies as a field of study:

(a) there be established, under the direction of a program producer, a high profile program called "Canadian Studies";

(b) that this program be a joint production and distribution undertaking;

(c) that activities under the program be in both official languages;

(d) that the program be financed "by a special vote";

(e) that the financing be at the level of $2,000,000 per year for a five year period;

(f) that close liaison be established and maintained with educators, curriculum and media consultants, the Council of Ministers of Education of Canada, Canadian studies organizations, groups and associations.

(2) To facilitate the sharing of ideas between teachers, academics and filmmakers, the Board should, when the appropriate funding is received:

(a) establish a definite program geared to the needs of 'education', to be defined in a very broad sense. Learning is not confined soleley to educational institutions;

(b) re-establish informational publications like Pot Pourri to give outsiders some knowledge of what is happening at the Film Board. This should have more depth of coverage than a simple newsletter;

(c) produce materials to facilitate the use of films and other audio-visual materials;

(d) develop a policy on training teachers in the use of media;

(e) organize workshops on film production and especially film use for in-service educators;

(f) establish a budget to allow for the development of projects and materials decided upon jointly by the NFB and educators involved;

(g) complete and make operational the Info/Promotion project for Canadian audio-visual materials.

The National Film Board has demonstrated, through its reports on To Know Ourselves, and its own proposals, a real interest in and commitment to Canadian studies. The Board's present and potential value to the development of this field cannot be denied. However, it is important to point out that this promise has not been realized because the NFB does not have the resources to address the recommendations directed to it by the Symons Commission or to tackle the recommendations developed within the NFB as a result of analysis of To Know Ourselves. Further, the Board has had to cancel some valuable programs related to Canadian studies, and has had to delay work on other significant projects. While the intentions of the Board are admirable, very little has been translated into positive action.

It is to be hoped that the senior management of the Board will respond generously to the proposals that are now being advanced. But the approval of senior management will mean nothing unless resources are made available to make the proposed NFB Program of Canadian Studies a reality.

THE NATIONAL LIBRARY OF CANADA

The National Library responded quickly to the release of the first two volumes of the report of the Symons Commission. Dr. Symons was invited to meet with National Library staff on a number of occasions, and during 1976 and 1977 when the library was undergoing a rather searching self-review, a number of requests for opinions and for background materials were made of the Commission.

The review team produced a preliminary report on the objectives, services, and organization of the National Library of Canada. This report was made available to national organizations which had submitted briefs and their comments were invited. The National Library Advisory Board also examined the document. Comments from all quarters were used in the preparation of a final statement.

An attempt was made to define the objectives of the National Library so as to encompass all of its programs, present and proposed. This statement begins with this objective:

> to gather, preserve, and make known the nation's literature and to provide national research, reference and information facilities and services in Canadian studies.[1]

In the Library's long-range planning, Canadian studies looms as an important consideration. In The Future of the National Library of Canada, a major section is devoted to Canadian studies (see pages 18 to 22), and a number of important recommendations are made.

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[1] The Future of the National Library of Canada, Queen's Printer, Ottawa, 1979, page 5.

This document acknowledges that the work and the mandate of the National Library is related to the health of Canadian publications and the development of Canadian studies "...in which the Symons report is generating an unprecedented interest" (page 19). In that spirit the report of the National Library recommends that the "...bibliographic, reference and lending services of the National Library be strengthened and enlarged in order to facilitate the development of Canadian studies." It is proposed that this be accomplished through:

(a) extension of legal deposit to microforms and maps;

(b) development of a nationwide decentralized plan for the preservation of newspapers;

(c) creation of a national register of microform masters;

(d) extension of coverage of the national bibliography to classes of material not yet covered;

(e) upgrading of treatment of all classes of materials included in the national bibliography to that given to monographs so that all publications in all forms be retrievable by author, by title and by subject;

(f) completion of retrospective bibliographies with a view to bringing under control all Canadian imprints since the introduction of printing into Canada in 1751;

(g) extension of microreproduction of these to all universities and their full listing in annual lists;

(h) creation of a clearinghouse for the storage and dissemination of unpublished reports of research value;

(i) funding of bibliographic projects by institutions or individuals aimed at facilitating the creation of manual or computerized information banks to support research in significant areas of Canadian studies;

(j) development of a national program for the preservation of library materials through deacidification, proper storage and microreproduction;

(k) appointment of specialists in priority disciplines to provide more expert advice to researchers;

(1) maintenance and development of collections of foreign materials required to support Canadian studies or to provide services in areas not adequately covered otherwise, such as the multilingual biblioservice and coordinating activities in the fields of law libraries, as well as in services to the handicapped.

These recommendations are being examined by government at present. It is vital that they be prioritized and addressed so that the National Library can respond more adequately than it does now, to the needs of Canadianists.

The National Library's interest in Canadian studies is amply illustrated in its five year plan, Toward a Canadian Library Network. In outlining the role of the Library, three points are listed as priority functions for the system: the bibliographic and communications network; the resources network; and Canadian studies and conservation.

On the first point, it is worth noting that the National Library Advisory Board is co-operating with the Association for Canadian Studies in the development of a major national conference on the state of Canadian bibliography. That meeting, the first such event since 1974, is scheduled for June 1 - 2, 1981 at the Learned Societies' meeting in Halifax.

On the third point, the year plan points out the importance of Canadian studies to the National Library of Canada:

> Canadian studies comprises a basic part of the National Library's mandate to conserve and preserve the literary and cultural heritage of Canada and to disseminate and promote at home and abroad information on Canada.

In the plan, the concept of "Canadian studies and conservation" includes: the expansion of coverage of additional forms of Canadian library materials; filling in gaps in the National Library's collections of the Canadian imprint; concentrating on acquisitions beyond those of Canadiana to materials supporting indepth Canadian studies; hiring of subject specialists in Canadian fields; creating a reference referral network; promoting Canadian bibliography; and creating a national conservation program for library materials.

The commitment of the National Library to the development of Canadian studies since the release of To Know Ourselves, has been apparent for a number of years. For example, the recommendations in the Symons report on the state of Canadian music collections and the study of Canadian music, were addressed by the Library in a 1978 survey of music library resources in Canada. This was part of a series of resource surveys undertaken at the time. Fine Arts libraries were also surveyed, for example, and in the summary to a report of the survey findings the work of the Symons Commission was acknowledged.

Canadian materials are emphasized in the collection policies of a majority of the university libraries visited. An attempt to collect everything currently published on Canadian art is made in about half these libraries to support Canadian studies programs and courses on Canadian art; retrospective materials on Canadian art are also sought. It can be assumed that the influence of the report of the Commission on Canadian Studies is being felt.

THE NATIONAL MUSEUM OF MAN

The National Museums Corporation is a notable and valuable asset to Canada. It is especially important to the development of Canadian studies. The National Museum of Man is, perhaps, the most important of the Museums in this context, particularly because of its long history of contribution to the Canadian scholarly community.

This is illustrated by the fact that the National Museum of Man (NMM) has published over 300 titles in Canadian studies over the past eight years. Straight scientific reports are published in the Mercury Series, and 230 of them, totalling some 16 feet of shelf space, have been released. In addition, the NMM sustains co-publishing ventures for more popular materials with a number of Canadian publishing houses. There are, approximately, 30 titles in that category. The Museum publishes its own bilingual exhibit catalogues which reflect the fact that this institution is the sole major bilingual museum in Canada. Other publications, small leaflets and pamphlets, for children and young people, include the Oracle Series, which has scores of titles, and the Canadian Studies Review. There is also the very impressive Canada's Visual History, specifically designed for school use and of which there are now some 40 kits available dealing, primarily, with Canadian social history.

The work of the Museum is broader than even this effort would indicate. It has worked on approximately 25 films, many of them in collaboration with the National Film Board of Canada. While maintaining major permanent exhibit programs in the Victoria Memorial Museum Building and the Canadian War Museum in Ottawa, the National Museum of Man has also sustained, over the past several years, a remarkable travelling exhibit program reaching across the country. Over the last decade exhibits have opened in 577 different locations in Canada.

In addition, the NMM has loaned, on both long and short term bases, aspects of its collection to other Canadian institutions for display purposes. Another service, especially important as an outreach portion of the Museum's Canadian studies work, is the Museum Kit Program. These are extensive series of large kits, multimedia in type, each on a different topic and each designed for school use.

They are used by more than 1,000 schools in Canada each year on a free loan basis.

In addition to these publications and research efforts, this institution conducts collecting, conservation and dissemination activities in the fields of Canadian pre-history, physical anthropology, ethnology, ethno-linguistics, a range of folk culture studies and several sub-disciplines of Canadian history. The work in Canadian history, carried out in part by the Canadian War Museum (a division of the National Museum of Man), focuses on material culture studies, social history, economic history, urban history and military history. The Museum funds all of its own research and funds or co-sponsors work by other scholars in its Canadian studies fields. These include about 80 to 100 research projects annually.

Not suprisingly, given this impressive commitment to Canadian studies, the report of the Commission on Canadian Studies commented very favorably on the attitudes and efforts of the National Museum of Man. The philosophical basis of the Symons Commission appears to be entirely consistent with that of the National Museum of Man as it is practiced.

The remarkable thing about the National Museum's record is that it is being sustained with considerable difficulty as a result of recent budget cutbacks. In the long term, however, the ability of the Museum to continue to contribute to Canadian studies will be compromised. Over the last four years the Museum has suffered an eight per cent reduction in staff. The work of its History Division should be among its largest activities, especially given its importance in terms of the social history of Canada. But that division is the Museum's smallest, with only 13 staff. It is the kind of situation in which $100,000 of operating budget and 10 more people could make a dramatic change in the ability of the Museum to fulfill its role. This is not simply a matter of increase, either; there appears to be a need to bring that unit up to a certain strength of "critical mass." The Museum has correctly focussed on social history, which has been ignored over the past 50 years, yet is crucial to the development of Canadians' ability to see themselves and to understand their social milieu.

There are other things which could be done to help the National Museum fulfill its Canadian studies promise. The National Museum needs better housing to care for the national collections and to display them to better effect. It needs more funding in order to continue to do its job. The Museum has been cut back so drastically that it currently has the same dollar capacity as it had in 1972. It needs to have its eight per cent staff loss restored, even expanded, especially for its research and publications in Canadian history.

NATURAL SCIENCES AND ENGINEERING RESEARCH COUNCIL OF CANADA (NSERCC)

In May, 1978, the Natural Sciences and Engineering Research Council was established as a new granting council responsible for the activities of the National Research Council's (NRC) grants and scholarships office. One of the programs that NSERCC inherited was the NRC program of strategic grants.

Strategic grants programs were initiated in July, 1977. They were designed to support university research in specifically designated areas of national concern. The first three categories selected were environmental toxicology, energy and oceans. In the initial year $2.4 million were reserved for these programs. Projections for 1980-81 are for an expenditure of $17.7 million on the three original areas and on food/agriculture and technical communications, two grants areas added in 1979. A new strategic grants category has recently been announced. Simply called "open grants," it is to aid research on topics of national significance not currently covered by the specified topics. It allows for NSERCC responses to a variety of national concerns.

The designated topics correspond to problems identified in the science and technology, and in the professions chapters of the Report of the Commission on Canadian Studies. Strategic grants can be a significant contribution to Canadian university capacity to do research in the sciences and engineering on Canadian problems of national importance.

Coupled with the recently announced science education study of the Science Council of Canada, NSERCC's strategic grants mean that there are opportunities being developed which can help those who are interested address some of the science-related problems identified by Professor Symons and his colleagues, as well as by other commentators on science policy, teaching and research in Canada.

SCIENCE COUNCIL OF CANADA

Since the release of the Report of the Commission on Canadian Studies, the Science Council of Canada has taken an ever-increasing interest in the issues raised in the Commission's study. The Council's perception of science is similar to that found in the report.

> Science, as understood in the title of the Science Council, might be defined as the organized body of man's accumulated knowledge about himself and about his whole environment.
>
> "Nature of Science and the Purpose of the Science Council of Canada" in First Annual Report, 1966-67. The Science Council of Canada."

> ...the most valid and compelling argument for Canadian studies is the importance of self-knowledge, the need to know and to understand ourselves.
>
> To know ourselves we must have an understanding and appreciation of the enormously important role played by science in our lives and in the formulation of our values and viewpoints.

To Know Ourselves, the report of the Commission on Canadian Studies.

In his study, Professor Symons concluded that Canadian school children learn virtually nothing about the "accomplishments and impact of science in their own country. And the reason is that they are not being taught such matters." This, in part, accounts for what Council member Dr. David Suzuki sees as an enormous gulf developing between scientists and non-scientists.

> ...the collective public ignorance about science is appalling. The wide acceptance and popularity of astrology, U.F.O.'s, ESP, Uri Geller, plant communication, the Bermuda Triangle, Pyramid Power, and Chariots of the Gods attests to the failure of the scientific method to penetrate everyday life.
>
> ...this ignorance is reflected in the media. If we were to judge the social status of scientists from their presence on television, for example, we would have to conclude their role is trivial. Scientists appear primarily to verify the efficacy of rectal suppositories, underarm deodorants and nasal sprays.

As a result of a growing realization on the part of the Council that a number of questions raised in a study about "Canadian studies" related to science and to the health of science in Canada, the Science Council established contact with the Commission on Canadian Studies.

The first approach came shortly after the release of To Know Ourselves. Professor Symons was asked by the Council to examine the question of technological sovereignty, and to join a Council group in a meeting with the Minister of State for Science and Technology as a prelude to the drafting of a cabinet document on that issue.

Soon after, on June 15 - 16, 1978, Dr. Symons was invited to attend a regular meeting of the Science Council to address the members of the Council on those issues raised in the science and technology chapter of his report. As a result of that session, the Council decided to commission a position paper on the implications, for the health of science in Canada, of the observations found in To Know Ourselves.

To aid in this work, and to help clarify the Council's own thinking about science education, the Science Council of Canada sponsored a colloquium on the Symons report at its offices in Ottawa on October 24, 1978. Invitations to attend were extended to educational, governmental and industrial leaders.

Entitled "A Conversation about Canadian Content in Science Education," the colloquium provided participants with an opportunity to discuss science and Canadian studies with the commissioner. The major areas of concern identified by the colloquium were the lack of attention to Canadian dimensions and problems in science teaching and research, the failure of Canadians to

realize that science and technology are integral parts of our society's culture, and the need for increased public awareness of the roles played by science and technology in Canada. These concerns related to a fourth issue of considerable interest to the participants: the attitudes of young people towards the sciences. They were concerned about what some perceived as a "swing away" from the sciences by young Canadians making career choices. Speculation was that this might be the result of a misunderstanding of the true role played by science and technology in our society; the result of a belief that science is the servant of the military and industrial complexes; that science is divorced from culture; and that, of the two great themes of human activity, aesthetic creativity is more benign than science and technology.

Perhaps the most significant result of the Science Council's colloquium was a firm statement by those present that adequate recognition of some Canadian content in science education ought to be a basic educational objective.

The Council's commissioned paper, A Canadian Context for Science Education, was discussed at the Council's April 19 - 20, 1979, meeting. In the words of the Research Director of the Science Council, writing in the foreword to the published document, the paper "...played a key role in convincing Council to consider seriously a study of science education in Canada...."

A Canadian Context for Science Education was a digest of the science education and research questions and recommendations posed by the report of the Commission on Canadian Studies. The paper itself contained two recommendations: that Council do a major study of the questions raised in the Symons document, and that on release of the Council's own study, a major conference be held to consider the findings.

The Council decided to establish a Working Group on Science Education. Members were Dr. H. Rocke Robertson, (chairman) and Professor Symons, as well as two Science Council staff, the acting Executive Director, Mr. Jorge Meidzinski and the Director of Research, Dr. James Gilmour.

The working group was asked by the Council to prepare a feasibility study for a major Council effort on science education and to report back to the Council in October. During the summer of 1979 the group, assisted by the author of the "Context" paper, prepared a feasibility study focussed on elementary and secondary school science education. At its October 1979 meeting in Fredericton, New Brunswick, the Council decided to launch a major study of science education in Canada.

This decision is a clear response to the report of the Commission on Canadian studies. At each stage in its decision-making process, the Council stayed in close contact with the commissioner, first by inviting him to present his views directly to Council, then through his involvement with the working group on science education. He is currently a member of the panel established to advise on the development of the major study.

Typically, the Science Council is involved with two or three major studies at any one time. It is significant that it has decided, five years after the release of To Know Ourselves, to dedicate resources to an exploration of the host of science education issues raised in the report and by Council's own deliberations.

The directions of the study have been approved by the science education working group of the Council and by the Science Council itself. In Science Education in Canada: The Basis for a Research Study, prepared for the Council's June, 1980, meeting in Ottawa, Graham Orpwood, the Science Advisor in charge of the project, explored the rationale for a study, the focus of the work, and proposed procedures to be followed.

The Council's study will proceed through three phases. The first, called by Orpwood "issues identification," calls for a series of discussion papers, each presenting a distinct perspective on the goals of science education. "As the enquiry proceeds, the agenda for deliberation must be fluid enough that additional issues can develop. At the same time, it will be the responsibility of the study to ensure that legitimate issues do not disappear by default (i.e. without conscious decision)."

Before the first phase ends, the second phase of the study, the process of data collection, is to begin. This will involve the collection and analysis of policy documents and of statistical information to develop an overview of past and present science education policy and practice.

The final phase, involving the consideration of options for the future, will be conducted through provincial (or regional) conferences and workshops. "It is possible that a national conference could also be of general value, while not replacing the specific deliberations within provincial jurisdictions."

It is hoped that the Science Council will provide a significant document on the state of science education in Canada. This effort can be considered a timely and appropriate response to a number of crucial Canadian science issues raised in the report of the Commission on Canadian Studies.

THE SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA (SSHRCC)

The Canada Council, and its successor body for academic grants in the social sciences and humanities, the SSHRCC, have responded thoughtfully to the recommendations contained in To Know Ourselves.

Since the establishment of the Social Sciences and Humanities Research Council of Canada, support for such important Canadian studies projects as the Dictionary of Canadian Biography has been substantially increased, and there have been a number of significant developments made in the social sciences and humanities related to the recommendations in To Know Ourselves. What follows are some brief comments on some of the most notable of them. Additional comments on the work of the Canada Council and the SSHRCC are contained in chapters four and five of this paper.

Consultative Groups

At the time of the release of the report there were two Canada Council consultative groups working on matters which were of considerable interest to Dr. Symons. These were the Consultative Group on Survey Research and the Consultative Group on the Individual, Language and Society. The former dealt with the problems of Canadian survey research undertaken by scholars at Canadian universities, the latter with the social and psychological aspects of Canada's multi-language situation.

Since that time, the SSHRCC has established several other consultative bodies as direct responses to recommendations in To Know Ourselves.

The Consultative Group on Canadian Archives

On January 20, 1978, the Canada Council established the Consultative Group on Canadian Archives. This group now reports to the Social Sciences and Humanities Research Council, the successor to the Canada Council.

Under the chairmanship of Ian Wilson, Provincial Archivist of Saskatchewan, the nine-member committee has looked at all types of Canadian archives - municipal, local, business and labour, ecclesiastical, provincial, university and federal - and has made recommendations on the current state of Canadian archives and on the future development of the Canadian archival system.

The Canada Council's press release made it clear that "...the committee was set up in response to the long expressed needs of both archivists and researchers, and the concerns highlighted by Professor T.H.B. Symons in his report on Canadian Studies, To Know Ourselves. These include: inadequacy of training programs; lack of coordination in archival activity; advancement of professional standards; fostering public awareness of the importance of Canadian archives; and acting without delay to preserve perishable historical records."

The Consultative Group on Canadian Archives has presented its major study to the SSHRCC and to the archival community at the June, 1980 meeting of the Learned Societies. Details on the work of the group and on the recommendations in that study have been included in chapter six of this report.

The Consultative Group on Research and Graduate Education in Business, Management and Administrative Studies

In March, 1979, the SSHRCC set up a consultative group to examine the function and state of research and graduate education in business, management and administrative studies at Canadian universities. This was recommended in To Know Ourselves.

Under the chairmanship of Dr. Laurent Picard, Dean of the Faculty of Management at McGill, this 12-member group was asked to make recommendations to business, management and administration professionals, university

faculties and administrations, government and granting councils in order to improve research and research-related graduate education in these fields.

The terms of reference for its work were fairly broad:

(1) To define the nature of research in business, management and administrative studies, especially as it relates to Canadian needs and aspirations; to consider the effects of the discipline's professional status on such research; and to determine whether any general conclusions might be drawn from the review which relate to all professional disciplines;

(2) To survey the state of research in business, management and administrative studies, taking into consideration the amount being carried out, the methods employed, its scope, quality, theoretical perspectives and sources of funding;

(3) To examine graduate education in business, management and administrative studies as it relates to advanced research being carried out by students and professors;

(4) To make recommendations to the profession, university faculties and administrations, governments and granting councils, aimed at improving scholarship, research and research-related graduate education in business, management and administrative studies, particularly as they reflect national concerns.

With the chairman, the other members of this body were: Dr. Richard V. Mattessich, U.B.C.; Mr. Richard J. Hand, Queen's; Dr. Joseph Kates, Joseph Kates Associates, Toronto; Mr. Garfield A. Pynn, Memorial; M. Jean-Marie Youlouse, École des hautes études commerciales; Dr. George S. Lane, University of Calgary; Dr. James D. McNiven, Atlantic Provinces Research Council; Dr. Max von ZurMuehlen, Statistics Canada; Dr. G. Alan Blair, Science Council of Canada; Dr. Max B.E. Clarkson, University of Toronto.

The report of the consultative group was formally received by the SSHRCC at its December 13-14 meeting. The report began with a quotation from the Fifth Annual Review of the Economic Council of Canada. "...the total resources devoted to university business education and related research in this field have been totally inadequate", and with an excerpt from To Know Ourselves:

> Despite the important role played by business in the development of Canada, business education has a relatively short history in this country...Indeed, business education was neglected at all but a few universities in Canada until the 1960's.

The group concluded that it could not take full advantage of its terms of reference. An exhaustive study of the state of management research was deemed not necessary; the group decided not to define the nature of research in the field; and it chose not to draw general conclusions from its work for other professional disciplines.

There were four basic recommendations to the study:

(1) that management education and research be designated a priority national concern and, as such, be the recipient of a strategic grant of $3,000,000 per year (in 1980 dollars);

(2) that approximately $1.8 million of this amount be designated for a variety of programs to increase the number of Ph.D. qualified professors teaching in Canadian faculties of management and administrative studies;

(3) that approximately $1.2 million a year be available to support the research efforts of Canada's professors of management and administrative studies;

(4) that the administration of these two strategic grant programs become the primary concern of a new Management Research Council.

In his foreword to the group's report, entitled University Management Education and Research: A Developing Crisis, Dr. André Fortier, the President of the SSHRCC made the following points:

> "...the Council...cannot endorse it in its entirety. It notes, regretfully, that the consultative group did not address certain essential portions of its terms of reference - namely, defining the nature of research in the field, making an inventory of this research, and identifying the status of the relationship between graduate studies in management and administration and the profession itself. The Council also finds that it cannot accept the principal recommendation of the report, which is to establish a new research council, specifically for management and administrative studies...."

The programs evolving at the SSHRCC as a result of this report are focussed on management research. There are two aspects to the Council's response which deserve notice here: the development of a Doctoral Completion Grants Program and a series of workshops. For 1980-81, 10 Doctoral Completion Awards valued at $12,000 plus tuition and travel are being given. The workshop program will evaluate the case study approach to management and administrative education, priorities for research, and the question of Canadian content in management education.

More information on the response in management education to the issues raised in To Know Ourselves, is contained in chapter four of this paper.

Consultative Group on Legal Education

The SSHRCC is in the process of establishing a consultative group on Canadian Legal Education as a result of the recommendations in the report of the Commission on Canadian studies.

> The Commission wishes to support the suggestion... that a major study of the state of legal education in Canada should now be undertaken. Not only has there been no recent study of the state of legal education in Canada, but such study has never been conducted on a national level. Among other things, such a study should review and make recommendations concerning law school curricula, library and archival resources for legal studies, research and advanced studies in law, the problems of funding legal education and research, continuing education for the legal profession, extension education in law for the general public, law in the school curriculum and support for publications in the field of legal education. Serious attention should be devoted to questions about the Canadian context of legal education. (To Know Ourselves, Volume 1, page 217).

The terms of reference for the consultative group have not been made public yet, nor have appointments to the consultative group been made. These items will be discussed at the June, 1980 meeting of the Council.

Historical Atlas of Canada

Another major project which has addressed a significant Canadian studies need identified in the Symons report is the Historical Atlas of Canada project announced on April 20, 1979. This was made possible by a $3,500,000 grant to the University of Toronto to support the research and production, over a period of six years, of a three-volume atlas to be published both in French and English.

The project is being headed by Professor William G. Dean of the University of Toronto. Drawing on the work of scholars in geography, history, anthropology, economics, sociology, political science and architecture, the atlas will involve people from U.B.C., University of Manitoba, l'université du Québec à Montréal, l'université de Montréal, l'université Laval, Wilfrid Laurier, McMaster, York, Queen's, Memorial and, of course, the University of Toronto.

The scope of the project is the development of Canadian territory from prehistoric times to the present. The method proposed is to represent, on a series of chronological maps, by image more than by work, the evolution of the social, cultural, economic, educational and political facets of life in pre-Canada and Canada. This atlas will be a major contribution to the development of Canadian studies.

Jules and Gabrielle Léger Fellowship

The granting Council supports research on a variety of Canadian topics through a broad range of existing programs: the fellowship program, negotiated grants, strategic grants and so on. One example of a valuable contribution of this kind is the new $25,000 fellowship for constitutional studies of the Crown and Governor General.

Announced in November, 1979, this award, to be known as the Jules and Gabrielle Léger Fellowship, was established to recognize the distinguished contribution that the Légers made to the vice-regal office. The purpose of the award is to foster a clearer understanding of the role of the Governor General in the Canadian parliamentary system. The first recipient is Dr. Jacques Monet of the University of Ottawa. Professor Monet has been working for three years on the political and constitutional history of the role of the Governor General of Canada from 1840 to the present.

SSHRCC Policy on Canadian Studies

As this report was being prepared, the SSHRCC was starting to explore possible terms of reference for a special program to support Canadian studies. An "options" paper is being prepared and consultations are being held with persons involved in the field. The Council is considering Canadian studies within existing programs and also strategic grant guidelines for Canadian studies. This is a major response to the findings of the Commission on Canadian Studies, and to needs articulated by such groups as the Association for Canadian Studies.

Council consideration of this topic was suggested in the current five-year plan of the SSHRCC. Released in June, 1979, that document notes:

> ...in many fields the work of building a systematic understanding of Canadian conditions is still in its infancy. To Know Ourselves, the report of the Commission on Canadian Studies, offers the first survey of the situation area by area. The document concludes, in effect, that Canadian research, while continuing its commitment to world scholarship, should devote more resources to meeting its own needs for information and self-insight.

While establishing its priorities for the 1980-85 period, the Council has kept the Commission's concerns in mind. Its first objective is to continue to assign support for independent research in the social sciences and humanities. The second priority, "...to foster greatly expanded efforts on research relating to themes of national importance," includes a proposal for Canadian studies which reads:

> Canadian Studies - As the Commission on Canadian Studies and others have shown, we remain ill-informed about our own country. All aspects of Canadian life from literature to politics demand increased attention. Assistance under this item would be designed to complement the programs of other funders of such research.

On February 5, 1980, the Secretary of State announced an increase of 16.2% in the funding of the Council for the 1980-81 fiscal year. The government's approval of this budget represented Cabinet support for the Council's first year of a five-year plan. As noted, that plan has Canadian studies as a major new commitment.

The current Secretary of State, the Honourable Francis Fox, has indicated willingness to continue this level of funding and has indicated to the Council that proposals to the department concerning a Canadian studies program for the SSHRCC are welcome.

The Social Sciences and Humanities Research Council of Canada seems ready to make additional responses to the report of the Commission on Canadian Studies, and to trends in the field as they appear. It is important that whatever programs are developed relate to specific needs in the field of Canadian studies and that they provide support, especially for interdisciplinary study and research.

THE DEPARTMENT OF THE SECRETARY OF STATE

In a short article entitled "Federal Support to Canadian Studies," published in a recent issue of the ACCC Bulletin, the Secretary of State of Canada, the Honourable Francis Fox, explained that there has been a long-standing interest on the part of the Government of Canada, and of his department in particular, in the development of Canadian studies. Referring to work by Professor Symons and his colleagues, Mr. Fox applauded efforts toward national self-knowledge. In the Minister's words, "the general objective for federal support to Canadian studies is to provide funds, scholarship and learning opportunities in order to encourage a more thorough understanding of the social, cultural, regional and linguistic characteristics of Canada". He continued:

> In this perspective, the Secretary of State program of grants becomes an instrument to promote and encourage a national perspective in the design and production of learning materials, research and development activities. Canadian studies projects and activities supported by the federal government therefore complement provincial initiatives in Canadian studies which focus on local and/or regional studies.

Since the release of the report of the Commission on Canadian Studies, four successive Secretaries of State have drawn on it as an important reference document, and government has funded a number of projects related to its recommendations. Ministers Faulkner, Roberts, MacDonald, and now Fox, have drawn on the report with approval and have noted the important messages that it contains.

For example, the Honourable John Roberts, speaking to the banquet celebrating the inauguration of the Faculty of Humanities in Calgary on February 9, 1978, said:

> ...Many of you, most of you, I hope, will have read Tom Symons' report To Know Ourselves. It documents with dramatic impact how much we have not wanted to

> know ourselves. We are in danger of losing the sense of achievement, of what we have done in this country: and with that, a loss of understanding of who we are, a loss of the sense that Canada is a particular and valued society. If we do lose that sense of conviction about what Canada is - if we lose the will to preserve our unique heritage - we may well lose the existence of the country itself.
>
> Some 25 years after the Massey report, Tom Symons in his report ... outlined for us some of our failures. We just do not seem to care enough about ourselves. We know little about the past. Our educational institutions are woefully weak in the area of Canadian studies. We know too little about our heritage, our traditions, or who we are, or who are the others with whom we share this geographic area called Canada.

The Secretary of State during the Conservative government of 1979-80, the Honourable David MacDonald, made reference to the importance he placed on Canadian studies on a number of occasions. One such event was the presentation of the first Jules and Gabrielle Léger Fellowship on November 6, 1979. The Minister said:

> A commission, with which I'm sure you are familiar, published a report in 1975 making a strong case for greatly increased development of Canadian studies. The broadening and deepening of our knowledge of our history, through these projected new studies of the role of the Crown and of the Governor General, will thus truly help us "to know ourselves" in Tom Symons' words. These reflections on our past - both painful and felicitous - can strengthen our desire to build together a country of which we can be proud.

Views such as these indicate the importance of the Symons study to these ministers.

Shortly after the release of To Know Ourselves the Education Support Program had Eve Kassirer prepare The Symons Report: Evaluative Comments and Summary with Policy Implications. This 47-page document provided a chapter-by-chapter and a recommendation-by-recommendation review of the implications for the department, of the findings of the commissioner and his staff. The document concluded:

> The strength of the Commission's report is in its provision of indisputable empirical evidence of the great need for Canadian studies in the development of this nation, and in its identification of the opportunities which exist or should exist. The

> report will unquestionably be a major resource for considerable activity in Canadian studies for decades to come.

Documents like this one, prepared for internal department use, provided the context for the consideration of grant requests which were submitted to the department by various groups and individuals. Because the department had made a thorough review of the implications of To Know Ourselves, it was able to assess and make judgement about project proposals with sure knowledge of needs in the field of Canadian studies.

On November 22, 1978, the Honourable John Roberts, in an address to the conference "The Humanities in Society: Towards a New Coalition", held at Carleton University in Ottawa, announced that the department had recommended and the government had approved, three major grants for Canadian studies. In announcing them, the Minister explained that he saw the federal government playing an important role in the development of a national policy of education. He drew on the findings of the OECD External Examiners' report on Canadian education and on the Symons study and observed that "...according to them, we lack an educational system which is goal-oriented; we have failed in our educational system to develop a sense of identity which is so necessary for our national survival; we do not have co-ordinated, functioning educational policies which tie our educational systems together".

The Minister concluded his remarks with this announcement:

> I would like to take this opportunity to announce several grants which the federal government, as a practical response to the report of the Commission on Canadian Studies, will make for a three-year pilot project in improving and expanding Canadian studies throughout the education system...
>
> The Canada Studies Foundation will receive $290,000 for the first year and $210,000 for the second year of a two-year grant to produce and publish new material for general public and classroom use in the areas of Canadian social and cultural environment and history, and the Canadian economic and political systems. As well, the Foundation plans to broaden its advisory activities to assist groups wishing to improve Canadian studies.
>
> The Association for Canadian Studies will receive $40,000 a year for three years to organize developmental workshops and to continue its series of annual national conferences, as well as to prepare a publication program related to a series of Canadian biographies and to inform Canadian studies faculty and students about conferences and financial asistance.

> The Association of Canadian Community Colleges, serving about 160 postsecondary, non-degree granting institutions, will receive $325,000 per year over three years to expand its existing services of equipping community colleges with better learning materials on both a regional and a national basis. As well, the Association will operate an information clearing house and will set up a series of conferences and an exchange program for college students and staff interested in Canadian studies.

In this announcement the Minister also said that "...I am seeking ways to assist universities in devoting more emphasis to Canadian studies." To date, no formula has been developed to provide such support. It is hoped that university needs will be addressed in the near future.

Details on the programs established by the Association for Canadian Studies, the Association of Canadian Community Colleges and the Canada Studies Foundation, are included in the third chapter of this paper. In all three cases these organizations referred to the recommendations in the report of the Commission on Canadian Studies in their grant applications, and they have provided opportunities for their respective constituencies or members to address some of the problems outlined in the report.

In addition to these three important funding programs, the Department of the Secretary of State has responded to the Symons report in other ways. These are a few examples.

On April 20, 1979, Secretary of State John Roberts announced that $330,267 had been allocated to cover the first phase of a national survey of archival resources, which employed 138 students over the summer of that year. The Minister said:

> The need to locate and describe archival resources in every part of Canada was stressed by Dr. T.H.B. Symons in To Know Ourselves, the report of the Commission on Canadian Studies. The Commission recommended that a comprehensive national inventory of archival resources be undertaken through a co-operative program involving federal, provincial and private archival agencies.

Work under this program was carried on in 20 Canadian cities or regions from coast to coast, including the Yukon.

There have been several projects, funded by the Multiculturalism Branch of the Department of the Secretary of State and by the Ministry of State for Multiculturalism, which have addressed some of the needs outlined in To Know Ourselves (Volume 1, Chapter 3, pages 81 to 83). Support for teaching and research in ethnic studies and Canadian cultural pluralism was strongly recommended by the Commission on Canadian Studies in that section. For

example, $300,000 was awarded to the University of Toronto for a Chair of Hungarian studies, the "...first grant of its kind to a Canadian university."

The multicultural program of the Department of the Secretary of State, through its ethnic history project, has promoted the study of the contributions of various ethno-cultural groups to the development of Canadian society. Twenty-four histories have already been commissioned by the program on the following groups:

Arab	East Indian	Italian	Portuguese
Byelorussian	Estonian	Japanese	Scandinavian
Chinese	Finnish	Jewish	Scots
Croation	Greek	Latvian	Serbian
Danish	Hungarian	Norwegian	Ukrainian
Dutch	Irish	Polish	Welsh

In early 1980, the program invited submissions for contracts to write histories of the German, Russian, Lithuanian and Swedish groups in particular, and proposals for studies on thematic issues in Canadian ethnic history.

On April 11, 1978, the Secretary of State announced new Canadian government film industry programs. He indicated that he intended to raise the problem of the domination of foreign educational audio-visual materials in Canadian schools with the Council of Ministers of Education of Canada. He proposed to develop a subsidy program to encourage increased production and use of educational materials made by Canadian filmmakers. These suggestions addressed directly recommendations 11 and 13 of the audio-visual chapter of Volume 2 of the Commission's study:

> 11. The Council of Ministers of Education and the Department of the Secretary of State, or the Department of Communications of the Canadian Government, should examine ways in which they could assist the work of the Association for Media and Technology in Education in Canada.
>
> 13. A...study should be conducted to identify common curriculum requirements in Canadian studies across the country. Public and private enterprises should then be encouraged to make the servicing of these requirements a top priority to their media production programs.

Work in these areas is still sorely needed, although the efforts of the National Film Board, the National Film, Television and Sound Archives and the National Library of Canada are helping to remedy the problem of inadequate information on Canadian resources.

On May 5, 1977, the Secretary of State appointed the Canadian Cultural Property Review Board to advise him on matters affecting the preservation in Canada of that part of our heritage, and on January 9, 1978, the Minister announced the first grant issued under the Canadian Cultural Property Export and Import Act. It was given to Memorial University toward the purchase, from outside of Canada, of a rare book entitled: A Short Discourse of the New-Found-Land, published in Dublin in 1623. The work, now a unique Canadian holding, is one of a half-dozen 17th century pieces which attempted to induce support for the establishment of an English colony in Newfoundland.

One of the very real problems faced by teachers of Canadian studies is the lack of appropriate Canadian textbooks and materials. In an address presented at the opening of "For the Love of Books", at Harbourfront in Toronto on September 23, 1977, the Secretary of State announced National Book Week under the auspices of the Canada Council. This developed into the National Book Festival. Recently the Festival purchased 12,000 copies of the Symons report for distribution to school trustees, teachers and educational policy makers. In addition, the Canada Council's Book Purchase Program was expanded to $900,000 in 1978-79 and 1979-80 to purchase Canadian books and to distribute them free to public and school libraries.

Assistance for translation of books into the two official languages was increased by $500,000 and $300,000 was set aside for the translation of plays during the 1978-80 period. A special Canadian children's literature program worth $1.5 million over three years was also announced.

From all of this it is clear that the Department of the Secretary of State has been mindful of and responsive to the report of the Commission on Canadian Studies and to the developmental needs of the field. This paper acknowledges that these responses have been immensely helpful in a number of ways and it is hoped that the department will continue its efforts along three lines.

THE PROVINCES

In contrast to the work done by various departments and agencies of the federal government, provincial governments have seemed less receptive to the recommendations in the report of the Commission on Canadian Studies, and perhaps less mindful of the need to support Canadian studies. Nonetheless, several have used the report of the Commission in the development of policy papers, in the preparation of educational policies, or as justification for the funding of new programs within their jurisdictions.

For example, the Quebec government's examination of cultural policy entitled: La politique québécoise du développement culturel cited the report in a major essay on what constitutes Canadian culture:

> The perception of Canadian identity may differ markedly from one person to another, from one language or cultural group to another, and from one part of the country to another. But an awareness of being Canadian, and an interest in the nature of that condition, is necessary for the achievement of self-knowledge; for what is self-knowledge, as far as a Canadian is concerned, if not the knowledge of one's identity? ...It should be emphasized that we ARE distinctive as a people. Although we are a highly heterogenous country - geographically, climatically, linguistically, culturally, economically and politically - the total constitutes a unique entity called Canada.
>
> From: To Know Ourselves, Volume 1, page 12
>
> Quoted in: Gouvernement du Québec. La politique québécoise du développement culturel, Volume 1: Perspectives d'ensemble: de quelle culture s'agit-il?, page 24.

Similarly, the report has been drawn on extensively in the current discussions in Atlantic Canada about the possible establishment of an Atlantic Regional Veterinary College. This was a recommendation contained in To Know Ourselves. Professor Symons wrote:

> Clearly many young Canadians wish to have careers in this profession, but the three existing veterinary colleges cannot cope with numbers of aspiring students and now turn away many qualified applicants for lack of places. For instance, the four Atlantic provinces, which do not have a veterinary school of their own, are rarely permitted to place more than six students a year at the Ontario Veterinary College at the University of Guelph, the only English-speaking veterinary school in eastern Canada. Guelph has about six applications for every available place and now refuses to admit non-Canadian students, apart from one or two each year coming to Canada under the sponsorship of the Canadian International Development Agency (CIDA).
>
> The Commission urges prompt action, particularly in meeting the need for such facilities in the Atlantic Provinces.
>
> From: To Know Ourselves, Volume 1, page 186
>
> Quoted in: R.G. Thomson, A Discussion Paper on the Proposed Atlantic Regional Veterinary College, April, 1979, pages 14-15.

A decision has not been made on this question, but it shows that this recommendation is being considered by the governments concerned.

In 1976, the Ontario Minister of Education, Dr. Harry Parrott, made a major statement to Ontario's universities after the release of To Know Ourselves. He was concerned about the universities' record in hiring Canadian faculty. Parrott reported that, during the 1975-76 academic year, 71.7 per cent of the faculty members in Ontario universities were Canadians, a 5% increase over the previous year. Parrott reported that the increase was due almost exclusively to foreign professors taking out Canadian citizenship. He was concerned, he said, about the fact that the Commission had been told by some American sociologists in Canadian universities that "...they would not hire Canadians for 'their' departments because 'once one hires a few they will be pushing for more and more'."

Shortly after the release of To Know Ourselves, the Alberta Cabinet Office ordered 100 copies of the report for use by government. In 1977, the Lougheed government set aside $8,387,000 from the Capital Projects Division of the Alberta Heritage Savings Trust Fund to develop and distribute books, films and other materials on Canadian studies to Alberta schools.

The money went, first, towards providing Alberta Heritage Books for Young Readers, a collection of 12 references on Alberta history and natural environment, to students. One or more classroom sets (of up to 30 copies of each title) was supplied to all elementary schools in the province. A 10-book collection of stories, poems and plays about Western Canada by Canadian authors were to be produced for junior and senior high schools. Third, the Alberta Heritage Books for Senior Students and Adults, a collection of references on the history, geography and people of Alberta, were planned for distribution to all senior high schools and to the province's post-secondary institutions. The set is to be made available in public libraries, in senior citizen's homes, hospitals, nursing homes and drop-in centres.

An example of the kinds of new Canadian studies materials being produced in Alberta is ALCHEM. The ALCHEM program integrates applied and descriptive chemistry into textual materials, labs, demonstrations and classroom exercises. The descriptive brochure for the program states:

> The Symons report has stated that, "A curriculum in this country that does not help Canadians in some way to understand the physical and social environment in which they live and work... cannot be justified in either academic or practical terms. It is essential from the standpoint of both sound balanced scholarship and of practicality, that studies of the Canadian situation occupy an appropriate place in the curriculum...." ALCHEM is an example of a program that fulfills many of the recommendations made in the Symons report. ALCHEM is truly a Canadian science program.

Another Alberta example was a $50,000 grant from the Alberta government to the University of Alberta Press. The press release, dated October 17, 1977, noted that "...the grant has been allocated in response to the findings of the Symons report". The purpose of the grant was to provide significant expansion of the Press' publication of Canadian materials for teaching and research.

There are other examples of curriculum changes. The announcement of a compulsory Canadian studies requirement in the schools of Ontario is one, but while this might be considered a step forward ensuring that students have some basic understanding of the society in which they live, all too often it appears that subjects taught under the new Canadian studies rubric are simply existing courses which have been designated, after the guidelines appeared, as worthy of the Canadian studies appellation. Further, when the decision to impose compulsory Canadian studies was made, there was virtually nothing done to help teachers deal with the new guidelines. No provincial programs of teacher in-service education related to Canadian studies were developed, for example. Inadequate teacher preparation, the simple juggling of existing curriculum, and the difficulties of interdisciplinary study at the schools level have proved to be problems which bedevil what are, on the surface at least, positive attempts to address the need for Canadian studies.

The Council of Ministers of Education of Canada (CMEC) appears aware of some of the concerns expressed by Dr. Symons. In 1976 the Council of Ministers established a special Canadian studies committee consisting of assistant deputy ministers of education from each province. This body has the potential to do much to encourage the development of Canadian studies in Canadian schools.

The Council has expressed some concern about the fact that Canadian schools need Canadian studies materials. At a meeting in Edmonton in 1978, George Mitchell, Nova Scotia's Minister of Education at the time, said that "There is a growing concern for Canadian studies courses in most provinces. We want to look at the study of Canada as a whole and not just through history and geography." Julian Koziak, the Alberta Minister, noted Alberta's interest in developing materials and in sharing some of the other provinces' curricula. Jacques Yvan Morin, the newly elected chairman of the Council, noted favourably the idea of exchanges of materials from province to province and hoped that French language curriculum materials from Quebec would be sent to French schools in the rest of the country.

The CMEC has recently made decisions about the development of Canadian materials for schools in mathematics, geography and the physical sciences. These projects, discussed at the January, 1980 meeting of the Council, are also an important development.

The interest of the Council of Ministers was best demonstrated, perhaps, by CMEC funding of the Canada Studies Foundation from 1975 through to 1978. At the end of that period funding was cut off, with CMEC indicating that the Council's own Canadian studies committee, already referred to, would provide the services of the Foundation. That has not happened. Fortunately, the Canadian Studies Foundation has been able to continue its work with the

financial support of the Department of the Secretary of State which had been a partner with the CMEC in funding the Foundation during the earlier period.

Aside from these specific examples of provincial government interest in Canadian studies and in the findings of the Commission on Canadian Studies, there are some other provincial organizations which have aided in the development of Canadian studies. The provincial museums, through their collections, archeological work and publications programs have contributed significantly to the growth of the field. In addition, provinces have provided, from time to time, special funding to support Canadian studies work by the academic community. For example, the Alberta government gave $50,000 to the University of Alberta Press to publish Canadian studies materials. Special organizations, like the Ontario Science Centre, have contributed to the field as well. Last fall, for example, the Science Centre held a two-day symposium called "Prophets and Losses", which drew attention to the history of Canadian invention, a neglected topic noted by the Symons Commission.

There are too many organizations of these sorts operating at the provincial level to be able to report on them all. For that reason, one example is presented here in detail, the work of the Ontario Arts Council. This example shows how an organization, with a specific mandate, has responded in a thoughtful way to points raised by the Commission in some areas over which it has responsibility. Other examples could have been used. For example, the very large heritage movement may have preceded To Know Ourselves, but this complex movement is concerned with the questions raised in the report. For example, the Ontario Heritage Foundation has a research and publication grant program for works in Ontario history, architecture and archeology, and currently runs the largest single archeological grants program in the country, designed exclusively for the reconstruction of Ontario prehistory. In addition, the work of the Glenbow Foundation has long been important to the development of Canadian studies, broadly defined.

THE ONTARIO ARTS COUNCIL

The Ontario Arts Council (OAC) provides a good illustration of a provincial agency response to the report of the Commission on Canadian Studies. At its May 6, 1976, meeting, the Council decided to establish a special committee to examine the recommendations in Professor Symons' study. Called the "TKO Committee", after the title of the Commission's study, To Know Ourselves, the group began its deliberations on Wednesday, June 23, 1976. It still continues to meet.

The original members of the Committee were Arthur Gelber (chairman), Louis Applebaum, Norma Clarke, Ron Evans, Frank McEachern (ex officio), Elizabeth Murray, Dr. Symons and Suzanne Rivard-Le Mayne. Sonja Koerner was added in February, 1977, and she later succeeded Arthur Gelber as chairman of the committee when he became chairman of the Arts Council itself in 1979.

At their inaugural meeting, the committee decided that they should analyse the report and its recommendations in order to develop a proposal for consideration by the full Council. The committee also agreed to invite certain individuals or groups to meet with the members from time to time to discuss various aspects of the report. It is interesting to note that this was the first time that a committee was struck by the Council consisting of members of both Council and staff.

The TKO committee met five times between June 23 and December 15, 1976. These sessions were devoted to preparing a draft report for Council. At the January 19-21, 1977, meeting of the Council the committee reported. The Council voted to continue the work of the committee and two areas of action were determined: archives and curriculum.

The first step in the archival program was the commissioning of a study of art archives in Ontario in light of the findings of the Symons report. The study also dealt with the problems and prospects of establishing an archival policy and program within the Ontario Arts Council. The study, entitled The Ontario Arts Council and Archives of the Arts, was presented to the Committee on August 24, 1977, by its author, John Tagg.

In summarizing the paper, Tagg stated that records management should be given top priority if Council was serious about establishing an archival program for itself. A consultant with special expertise in records management should be hired to assist the Council, and consideration should be given to the completion of a comprehensive inventory of Council's record holdings. Relating to arts archives in general, Tagg pointed out that the Council could play an important role in stimulating interest in the subject. He recommended that the Council widely publicize its stand in support of archives of the arts in Ontario. He also recommended that Council act as a clearing house of information on initiatives being undertaken in this field. He felt that an archival adviser/consultant should be engaged by the Council to assist them in this.

The result was that the Council hired arts archivist Jim Aikens on a part-time basis. He helped the Council to pull its own records together and he was commissioned to prepare a handbook for distribution throughout Ontario by the Council. For the Record: A Guide to Archive Management was published in December, 1979, and went into distribution in early 1980.

For the Record provides a short introduction to files, storage and archives. "Helpful hints" are provided for the handling of administrative, publicity and production records. References included cover a basic bibliography, a list of archival organizations and a list of archives interested in the arts.

After the publication of this handbook, the TKO Committee sponsored "Archives and the Arts", in cooperation with the Ontario Archives and the Public Archives of Canada. This two-day conference held on May 23-24, 1980, at the National Arts Centre in Ottawa, examined how best to establish and maintain a full and accurate record of artistic activitiy in Ontario. The announcement of the meeting noted: "The conference comes about as the result of the Council's study of recommendations in the Symons Commission report on

Canadian studies. One of the report's findings documented the urgent need to preserve a record of the country's cultural life for future generations, particularly to ensure materials for use in postsecondary Canadian Studies programs."

The other aspect of the Council's response to the Symons report has been a pilot project in arts education developed with the cooperation of the University of Guelph. A committee at that university, chaired by Professor Murdo McKinnon of the Department of English and made up a representatives from various other departments, was asked by the OAC to submit proposals designed to "mainline the arts." The hope was that special non-credit interest programs could be developed which would provide agricultural students at the university opportunities to experience and become involved in the arts.

After some discussion, three programs in visual arts and four music programs were approved. The Arts Council provided $6,800 for the visual and $5,200 for the music programs as "seed money".

The program at the University of Guelph was called "To Know Ourselves." The music portion consisted of The Arboretum Music Series: The Seasons, in which autumn, winter and spring programs were presented; the "Aggie" Choir which provided a group of 50 singers an opportunity to practise and have accompaniment; the "Aggie" band; and the Enjoyment of Music Series which used visual aids and other techniques to portray the culture of the medieval, baroque, classical and romantic periods. All four of these programs were continued in the 1979-80 academic year without OAC support.

The visual arts portion had three distinct aspects. The first was "The Great Aggie Art Vote." It was designed to reach the maximum number of students and to involve them in a series of displays of contemporary modern Canadian art. Only 10 per cent of the students voted in the program. The winner was "Wave Image #30 Tropic" by Ron Bolt.

The second aspect of the visual art program was called "Topographical Sculpture." Its purpose was to produce several works which would be pieces of sculpture, works of art and the catalyst for "another kind of fascinating sculpture in the winter." Students watched and helped artist Stephen Dryden build small scale models, test them, and then videotape them in a water flume. Two large pieces were then built to scale and placed on the Arboretum grounds. Landscape students, who learned in their on-site work to reroute and minimize drifting of snow in the areas they must landscape around buildings, saw how the practical principles they employ in this environment could be turned to artistic design.

The final of the three visual projects was called "Art and the Microscope." It was a non-credit course offered to both science and non-science students and it resulted in the production of a number of watercolours of patterns seen through an electron microscope.

It appears, from the reports received by the OAC, that this pilot project was only a partial success. The music portion of the program was well attended and able to sustain itself. The visual arts program was much less successful due to low participation rates, problems of scheduling and, in the case of the topographical sculpture, the lack of snow and an early thaw.

The Council is evaluating the project and is considering another one at another Ontario university. Thought should be given to using a community college. The Council hopes that the next project will succeed in involving students in the arts and in having them see arts as an important part of their everyday lives.

One final example of Ontario Arts Council interest in Canadian studies in general, and the Symons Commission in particular, is the fact that the Ontario Arts Council contributed to the publication, by the Book and Periodical Development Council, of a synopsis of To Know Ourselves. The BPDC commissioned Jeffrey Holmes to write a précis of the study and it was published by McClelland and Stewart under the title The Symons Report.

These examples show that the Ontario Arts Council has been interested in and sympathetic to the cause of Canadian studies. However, the amount of money the Council has spent on these projects is a relatively insignificant portion of its budget. This is not meant to slight the OAC, but indicates that more could be done by provincial agencies to develop Canadian studies. Perhaps Alberta provides an exception. In fact, there is evidence that support for Canadian studies has been shrinking. For example, the Ontario Arts Council has funded the Journal of Canadian Studies for a number of years, but in 1979-80 its funding to the JCS was halved, from $8,500 to $4,250. The Council has informed the Journal that no funding will be available for 1980-81.

CONCLUSIONS

Many of the responses to the report of the Commission on Canadian Studies from organizations like the National Film Board, the National Library of Canada, the Science Council of Canada, the Social Sciences and Humanities Research Council of Canada and the Department of the Secretary of State are notable and deserve to be applauded. So, too, we should welcome and endorse the contributions to Canadian studies being made by others, like the Canadian Institute for Historical Microreproduction, the National Museum of Man and the Natural Sciences and Engineering Research Council. The programs and activities described in this chapter indicate that much is being done to help Canadians to know themselves.

But much more needs to be done. If one reads some of the preceding sections of this chapter closely, despite the promises and the good intentions, there are a number of agencies which cannot reach their potential in this field because of budget problems and manpower restrictions. The National Film Board and the National Museum of Man provide two troubling examples. The NFB

has great plans but it cannot realize them without some additional financial support. The National Museum of Man is an organization which is producing a volume of vital Canadian studies material. Its future efforts are likely to be compromised because of recent cutbacks in manpower and drastic reductions in purchasing power over the past eight years.

The point needs to be made that the programs described here are a beginning of the process of addressing the 1,000 general and the 295 specific recommendations contained in To Know Ourselves. Each of the organizations noted here, and scores of others, need to assess, perhaps in some cases to reassess, the recommendations and findings of the Commission.

This seems to be particularly true at the provincial level. Even though there are examples of significant provincial government support for the development of Canadian studies, the total provincial effort seems less than it could be.

All of the organizations mentioned here have useful roles to play in the development of materials or programs which will further Canadian studies, defined either as formal interdisciplinary programs of teaching and research, or as Canadian content work in the various disciplines. The resources which are available, limited though they may be, should be organized to aid in the realization of appropriate Canadian studies goals.

REFLECTIONS ON THE SYMONS REPORT

THE STATE OF CANADIAN STUDIES IN 1980

CHAPTER TWO

CANADIAN STUDIES AT SOME CANADIAN UNIVERSITIES

> This (the Commission on Canadian Studies) is not an exercise in flag waving... the weight of its arguments seem likely to reshape the geography of Canada's university curriculum.
>
> - Michael Fox, "We Don't Know Enough About Us," The Financial Post, May 22, 1976.

CANADIAN STUDIES AT CANADIAN UNIVERSITIES
SOME RESPONSES TO THE SYMONS REPORT

Some university responses to the report of the Commission on Canadian Studies appear to have been considered with the following Symons admonition in mind:

> ...deliberate action...will be required to ensure that adequate and sustained attention is given in the university curriculum to subjects of particular Canadian interest. It is no longer good enough to rely on some unguided process of self-correction.

At a number of universities "deliberate action" has taken the form of a specific program of Canadian studies as part of an institution's curriculum offering. The absence of a specifically labelled Canadian studies program, however, does not necessarily mean a lack of interest in the field. It is important to note what the Commission said about different approaches to Canadian studies:

> It is clear that no one approach to Canadian studies is uniformly applicable, nor is it desirable. Conditions within each university vary considerably, depending in part upon the age and size of the institution, upon the region in which it is located and the local community which it directly serves, upon its academic traditions and upon the strengths and weaknesses of faculty and library resources.

These are important points and they bear directly on the findings in this report and on whatever recommendations for further Canadian studies developments which arise from it. For as the Commission continues:

> Consequently the needs of each institution will differ. Some will be best served by a formal program of Canadian studies, while others will find non-designated clusters and informal combinations of courses related to Canada more relevant to their circumstances. For some, independent rather than interdepartmental organization will be desirable, and for others the opposite will be true. Interdisciplinary or non-disciplinary courses may be useful at one institution, while another may have good reasons to retain the traditional disciplinary subdivisions. All indications are that such variety is appropriate, and indeed necessary.
>
> From: To Know Ourselves, Vol. 1, page 35

As the reader can readily tell, Canadian studies at the university level are complex. Since To Know Ourselves has indicated that there is no general agreement about what constitutes Canadian studies, some clarifications are required.

In some instances Canadian studies are defined simply as work relating to Canada in any of the disciplines. This broad description includes many courses in the humanities and the social sciences, as well as a number of courses in sciences. For the purposes of this report, this is referred to as Canadian content. In the same category, some people speak about Canadian studies as studies which have a topic or a theme orientation and which use Canadian examples and/or materials. Environmental studies, urban studies, labour studies and women's studies are examples which often fit this rubric, and are referred to here as Canadian content offerings as well.

On the other hand, there is a description of Canadian studies which relies on methodological and pedagogical considerations. The term "Canadian studies" usually applies to formal interdisciplinary, multidisciplinary or transdisciplinary programs. However, there are a few universities, Queen's, for example, which have developed programs formally labelled Canadian studies which have a disciplinary base. These are exceptions to the definitional rule.

Because of variations in the uses of the term Canadian studies, some confusion may result. To help clarify things this chapter emphasizes formal Canadian studies programs but, in order to do justice to the amount of teaching, research and publication about Canada being done at our universities, some comments about Canadian content also appear. These latter comments are less systematic and detailed than are the descriptions of formal programs.

Throughout this chapter, comments on how the report of the Commission on Canadian studies has been received by members of the Canadian academic community are included as well. Because there are some universities which have not provided much information on what the report has meant to them, and there are a few universities which have not responded to enquiries about Canadian studies, however defined, a few sections of this report are lamentably short and inconclusive. In other instances, specific universities have provided volumes of material and reports on them are very detailed. I hope that the relatively large number of pages devoted to some will not lead readers to conclude that those universities are being favoured while others are being ignored, or that those universities either have immense problems which deserve lengthy comment, or have made contributions to the field which overshadow all others. Simply put, whatever information has been made available has been reported here.

Because of the nature of the material available, this chapter is essentially descriptive, rather than analytical. Information has been collected from a variety of sources. University journals and periodicals covering the five year period from 1975 were scanned. Information and comments were solicited from members of every university community in Canada. Those who served as liaison persons to the Commission on Canadian Studies were contacted. Letters of enquiry were sent to the members of The Association for Canadian Studies' Council of Canadian Studies Program Administrators (CCSPA). Professor Symons made the Commission's own response files available and Denise Michaud of the AUCC helped by sharing her documentation on university reactions to the report.

The results compiled, while extensive, provide by no means exhaustive lists of the activities undertaken by various university departments, faculties and schools, or of the work of individuals which may have been occasioned by the release of To Know Ourselves. For example, it is impossible to document the informal studies which may have been done on the implications of Professor Symons' work. This report is intended to include, but may have inadvertently missed, one or another of the formal university responses to the Commission's recommendations. Where possible and when appropriate, therefore, this chapter contains comments on the effects of these special studies at a specific university.

However, it is worth repeating that this chapter simply describes work being done on Canadian studies, formally defined. It does not reflect changes in Canadian content courses which do not come under the umbrella of structured formal Canadian studies programs. Nor does this chapter contain evaluations of the work being done. It would be unfair to apply evaluative criteria in the absence of more specific detailed information about these programs.

This all points to the need for some sophisticated analysis of Canadian studies at universities in Canada. Such a study would require a research team, considerable funding, computer time and support staff. It would help the field immensely. We need to find more information which is not readily available and we need to answer questions like the following: To what extent have Canadian studies courses and programs simply been the result of redefinitions of existing curricula and a relabelling of work already going on in disciplinary departments? Obviously, if that has been done, what might appear here as a dramatic increase in Canadian studies activity would in fact not be any change in the situation described by the Symons Commission. We need to know, as well, what it means for Canadian studies that such efforts are usually "programs" without departmental stature within the university. This may have tremendous implications for Canadian studies programs in terms of their ability to hire Canadianists; to have some influence on university budgeting; to have access to administrative and clerical support; and some effect on spending on library acquisitions and important ancillary services.

We need to know how many students are enrolled in Canadian studies programs. We also must determine what involvement in Canadian studies has done to the careers of young academics. Does participation in a Canadian studies program advance a career or does it destroy opportunities for advancement? Why is it that, with a few notable exceptions, Canadian studies programs are administered by junior faculty and that, in most instances, these positions receive little or no released time or financial recompense? There are also a number of curriculum questions to be addressed. In addition to determining whether or not Canadian studies programs have the autonomy to develop courses of their own, rather than being composed of courses simply culled from the existing calendars of the departments, we have to evaluate whether or not, for Canadian studies to be viable, there is a need for some "core courses" as a focus for optional offerings. We need to understand the true relationship, in a curricular sense, of Canadian studies interdisciplinary offerings and Canadian content subjects. There are a host of methodological questions which can be raised as well.

Even though this chapter does not evaluate what it reports, the careful reader will note that there are a number of universities, perhaps six or seven, which demonstrate a strong commitment to Canadian studies. Certainly the work being done at the University of Alberta, the University of Manitoba, Mount Allison, Carleton, Trent, Laval and Simon Fraser deserves attention. Of course, there are regional studies centres at some universities which contribute, in Tom Symons' words, "to our fund of self-knowledge". They should be appreciated as well: St. Mary's, Memorial and the University of Regina are good examples.

Similarly, the reader will notice that in some cases Canadian studies are insubstantial. At some universities there have been lots of discussions about the report of the Commission on Canadian Studies and much said about the value of Canadian studies for students, but pitifully little has been done to develop curriculum that measures up to these sentiments. Token acknowledgements of the existence of "the Canadian studies question" are mere window-dressing.

Having said all that, it is the case that many universities have taken the report of the Commission on Canadian Studies seriously and they should be applauded. A number of universities are making real contributions to the development of Canadian studies and that should be celebrated. Hopefully, these examples will encourage those not in the forefront to consider relating their work more appropriately to the Canadian context. This does not mean, as Dr. Symons took pains to point out in To Know Ourselves, that we should devote ourselves solely or excessively to the study of Canada. It does mean that the universities of this country should reflect the fact that they exist in this place. There is a need for balance.

It is regrettable that some universities did not review the findings of the report of the Commission on Canadian Studies to determine the implications of the Commission's work for them. By not doing so they have missed an important opportunity to examine their own efforts and perhaps to develop new curricula and research programs of value to them. Periodic reviews of this sort, carried on in a positive way, are invaluable to the orderly conception of teaching and research about Canada.

What follows, in alphabetical order, is a university-by-university review of responses to the report and of developments in Canadian studies.

THE UNIVERSITY OF ALBERTA, Edmonton, Alberta.

The University's response to the Symons report is an example of the sort of care and concern that To Know Ourselves has elicited. On its release, the report was examined by the associate vice-president (academic) and by various departments within the University. For example, Professor Duncan Campbell of the Faculty of Extension wrote a 16-page brief on the report for consideration by the University's administration and by his department's faculty council. He drew attention to the salient parts of the whole report, and he characterized the Commission's volumes as "...a conscientious analysis

of the contemporary Canadian university which offers the University of Alberta the opportunity to re-examine and reconsider aspects of both its program and its approach."

The University's major response took the form of four recommendations: a significant expansion of the publication of Canadian materials for teaching and research by the University of Alberta Press; the development of a non-credit program in Canadian studies to be offered to the public by the Faculty of Extension and the Canadian Studies Committee of the Faculty of Arts; exploration, within the University and with various Native groups in northern Alberta, of the establishment of formal courses and teaching and research programs in native studies; and exploration of ways to increase exchanges, on a regional basis, of students and faculty members in Canadian studies among universities in Canada. This report was approved by the General Faculties Council and three of these recommendations have received some attention.

For example, the University of Alberta Press received $50,000 from the Alberta government through the office of Dr. A.E. Hohol, Minister of Advanced Education and Manpower. The press release, dated October 17, 1977, noted that "...the grant has been allocated in response to the findings of the Symons report." The purpose of the grant was to afford significant expansion of the Press's publication of Canada material for teaching and research.

The Press's commitment to publishing topics noted in the Symons study is illustrated by two examples. They are noted in FOLIO, the University's staff bulletin, in articles published in November 1977 and January 1978.

Recommendation 22 of the chapter on science and technology asks publishers to examine needs and opportunities to publish in the sciences and to solicit and promote books in the field. On the publishing of Truelove Lowland, Devon Island, Canada: A High Arctic Ecosystem, the Press indicated this as a response to the report. In its 735 pages are summarized the results of 33 research projects done as part of the Canadian component of the International Biological Program. This is the only ecosystem study ever carried out in these northern islands. Because of the expense and the level of coordination necessary, it is unlikely that there will be another for decades to come.

Similarly, the Symons report was emphatic that literature is one major key to knowing and understanding Canada. Noting this, the Press announced the publication of Unnamed Country: The Struggle for a Canadian Prairie Fiction by Dick Harrison, released in December, 1978.

The vice-president's recommendation of a non-credit Canadian studies program for the public was pursued, in a sense, by the Department of Educational Foundations in the Faculty of Education and by the Canadian Studies Committee in the Faculty of Arts. A series entitled "Getting to Know Ourselves: The Symons Report Revisited" was organized for the 1978-79 academic year. The purpose of the series was to "...examine the changes in Canadian studies since the release of the Symons report, and to stimulate further discussion

and action in the various areas of Canadian studies, both academic and non-academic, in which Canadian universities and colleges are involved."

The target audience was the university community, although announcements were posted in Edmonton colleges, libraries and offices of agencies related to the topics. Ten lectures were planned, but only six were held, all on separate dates between October 4, 1978 and January 31, 1979. The speakers were, in order, Sheila Kierans, Margaret Eichler, Wallace Clement, Keith McLeod, T.A. Marsland and Eli Mandel.

The financial problems encountered by the organizers are worth noting because they may hold implications for agency, council and governmental funding policies. Block grants, covering the cost of the whole series, were not available from either the provincial or federal agencies contacted (Secretary of State, SSHRCC, Alberta Advanced Education and Edmonton postsecondary colleges). Although the lectures were planned as a series, funding arrangements were made on a lecture-by-lecture basis with university departments, governments and so on, which shared an interest in the particular lecture. This made planning more difficult than the organizers had anticipated and as a result, they decided to redirect their efforts to other activities after six of the lectures had been arranged.

Not surprisingly, then, the series was abandoned for the 1979-80 academic year. However, the Canadian Studies Committee approved an alternate proposal for "occasional" seminars on Canadian studies. These were seen as a better academic investment because the informal daytime setting drew a larger University audience, although it did limit the amount of public participation for obvious reasons.

The first of these seminars was convened on February 7, 1980. Dr. Harry H. Hiller of the University of Calgary held a seminar on "Paradigmatic Shifts, Indigenization and the Development of Sociology in Canada."

The Committee has also directed some efforts to the sponsorship, or co-sponsorship, of thematic conferences on important or current topics. For example, on March 28-29, 1980, it sponsored a conference entitled "Power Shift West: Myth or Reality?"

Exchanges were also encouraged in the General Faculties endorsement of the Symons report. While no formal programs were reported, it is clear that the development of a computer-based Directory of Canadian Studies Specialists at the University would be a valuable tool for this and other purposes. This project of the Canadian Studies Committee ought to be considered by other universities. It can be accessed by name, department or area of specialization. If every Canadian university developed directories of this kind, the options open to Canadianists for co-ordination and consultation would be enhanced.

Similarly, the organization of Canadian studies at the University of Alberta might be considered by some other universities interested in making some initiatives in this field. The Canadian Studies Committee is a standing committee of the Faculty of Arts. It is responsible for the administration

of the Canadian studies program and for the co-ordination of Canadian studies activities within the Faculty. Research and teaching by individual faculty members is done under the auspices of the various departments.

As the only Canadian studies unit on campus, the Canadian Studies Committee, under the chairmanship of Dr. Henry Kreisel, is unofficially recognized as the co-ordinating body for Canadian studies at the whole university. One hopes that through appropriate formal arrangements, the Committee will draw its membership from all faculties and that it will formally become a university-wide focal point for Canadianists from all disciplines.

Interest in Canadian studies at Alberta is manifest in other ways as well. One example is provided by the work done by Alf Chaiton, then Chairman of the University's Department of Educational Foundations. In 1977 he did a survey of 262 students to determine how well they knew basic information about Canada and Canadian society. The results were recognized as bearing out the concerns about "societal illiteracy" found in the report of the Commission on Canadian Studies.

The University also offers undergraduate and graduate degrees in North American studies, Canadian politics, comparative Canadian literature and in French Canada-language and literature. The Boreal Institute for Northern Studies and the Canadian Institute of Ukrainian Studies are also part of the University. There are courses in French Canadian studies offered as well.

BISHOP'S UNIVERSITY, Lennoxville, Quebec.

Bishop's has a Canadian studies program which leads to the B.A. degree. It provides for a Canadian studies attestation in combination with another Faculty of Arts program. Its purpose is to increase the students' knowledge of Canada's past development and contemporary problems. The program is administered by a chairman under the direction of the Canadian Studies committee.

Graduating majors must have a working knowledge of the French language and complete a total of 48 credits, normally including 24 credits from a list of designated courses in Group A and 24 from Group B. The double major, a total of 36 credits, normally requires 24 credits from Group A and 12 from Group B.

Group A		Cred.
Economics 120	Canadian Economic Development	6
Geography 339b	The Arctic Frontier	3
History 221	Pre-Confederation Canada	6
History 222	Post-Confederation Canada	6
Political Science 110a	Politics	3
Political Science 213b	Canadian Federalism and Regionalism	3
Sociology 101b	Analysis of Canadian Society	3

Group B

		Cred.
Economics 233b	Public Finance	3
English 274a	Canadian Novel I	3
English 275b	Canadian Novel II	3
Français 215a	Roman québécois I (1939-1955)	3
Français 216b	Roman québécois II (1955-)	3
Geography 229a	Main Street: The Windsor-Quebec Axis	3
Geography 230b	Native Land Use	3
History 116a	New France, 1535-1713	3
History 117b	New France, 1713-1760	3
Political Science 211b	Canadian Social & Political Thought	3
Political Science 214a	Public Administration	3
Political Science 215a	Canadian Political Economy	3
Sociology 235b	Canadian Social Structure	3

Bishop's also has a program of études française et québécoises. Regulations require that all students seeking entry to the program have completed at least four semesters of French at the CEGEP level, or its equivalent.

The honours program requires that the student complete either 60 credits in the department or 54 credits as well as six from a related area. The major stipulates completion of 36 departmental credits and the minor 24. There are 30 offerings at present, which include Quebec literature surveys, the Quebec novel, 20th century poetry, French grammar, French 17th century literature, comedy in the 19th and 20th centuries in France, the poetry of Baudelaire, as well as composition and style.

Bishop's did not report a formal response to the report of the Commission on Canadian Studies.

BRANDON UNIVERSITY, Brandon, Manitoba.

A formal committee of the Senate of Brandon was established to respond to the Symons report. The committee's report has not been released, to my knowledge.

The University does have a Canadian studies program. It is a supplemented major in which students may choose to complete a major of their choice (i.e. political science, economics, history) and in Canadian studies at the same time. Students need not complete a disciplinary minor toward the B.A. degree.

During the course of the supplemented major, students must ensure that they complete the following four requirements:

(1) Canadian Poetry and Canadian Prose,
or French Canadian Literature, Stylistics and Practical Phonetics,
or Oral Narratives and Native Literature.

(2) Canadian Economic History or Canada Since 1534.

(3) Government and Politics of Canada,
or Canadian Federalism and the Making of Canadian Foreign Policy,
or Canada in World Politics.

(4) At least 12 credit hours from an approved list of 30 offerings drawn from the following disciplines or subject areas: Native studies, economics, English, French, geography, history and political science.

The supplemented major consists of the traditional requirement of five full courses in one discipline and an additional three to five courses in the supplemental part of the program. The total number of courses required for the supplemental major depends on how the student selects courses. Most students need nine full courses or their equivalent to complete the requirements of the minor. Six of the full courses are required to fulfill degree requirements.

Topic courses in various disciplines are considered for inclusion in this program assuming that they fall within the area of Canadian studies. Students are encouraged to enrol in French 130, a basic skills course.

In addition to Canadian studies, the University offers the following special programs which reflect an interest in Canadian issues and concerns. The Indian-Métis Project for Careers Through Teacher Education (designed to provide qualified Indian and Métis teachers through the Faculty of Education's programs); the Project for Educating Native Teachers (a program of five summer sessions designed to meet the in-service needs of teachers), and the Brandon University Northern Teacher Education Project (an off-campus program concerned with the preparation of teachers in northern Manitoba. Courses are offered at several locations north of the 53rd parallel).

THE UNIVERSITY OF BRITISH COLUMBIA, Vancouver, B.C.

U.B.C did not respond in any formal way to the report of the Commission on Canadian Studies. To Know Ourselves did create quite a stir in some quarters at the University, but the actual result has been characterized by one U.B.C professor as "close to a non-response."

Canadian studies at the University of British Columbia, in any formally designated sense, is limited to a program in the Faculty of Education. "We have not had success in persuading the Faculty of Arts to institute a formal Canadian studies program." The argument is that students have an opportunity to specialize in the study of Canada if they wish through the disciplinary programs.

The Faculty of Arts calendar indicates an informal Canadian studies approach in the following notation:

The following courses in the Faculty of Arts are called to the attention of students with a special interest in Canadian studies, whether as part of a major program or as electives. The courses listed have been suggested by the departments concerned as having a significantly Canadian content or approach. Students desiring to enrol in any of these courses or to get further information about them should consult department advisors.

Recommended courses from anthropology, economics, English, fine arts, French, geography, history, linguistics, political science, religious studies and sociology are appended. The Department of History encourages students to include courses from other departments in their major and honours work and offers a seminar, Topics in Canadian History, for such students. This seminar, also available with consent to students from outside the history department, is probably the closest approach to an interdisciplinary Canadian studies offering at U.B.C. There are other faculties, for example Commerce, which include significant Canadian content.

In the Faculty of Education, the Canadian studies concentration — two senior courses short of a major -- is available to students in both the four-year B. Ed. program for elementary teaching and the five-year program for secondary teaching. For secondary teachers, a concentration on a regular major may be taken in history or geography, with supporting social science courses, and opportunities to specialize in Canadian studies, but students may specialize in Canadian studies in any discipline related to the provincial school curriculum.

In the first and second years, six units of course work significantly Canadian in content and approach are required, along with six units of anthropology, Asian studies, classical studies, economics, history, history of fine art, history of music, philosophy, political science, Slavonic studies, sociology or urban studies. In the third and fourth years, nine units of senior course work significantly Canadian in content or approach are required, arranged in consultation with and approved by the Canadian Studies Committee.

All of the courses selected are from the Faculty of Arts. For purposes of teaching methodology, various education courses -- mostly in social studies -- include specific attention to the teaching of Canadian studies. An elective course, Education 339: Canadian Studies in the School Curriculum, is available for those enrolled in the concentration and for any other interested qualified students. To Know Ourselves is basic reading on this subject. There is also a course, Using Canadian Literature in the Classroom, but it is not currently being taught.

In addition to the Canadian studies efforts at U.B.C., the University was the site of the 1979 annual national conference of the Association for Canadian Studies. While the administration of the University provided some support for this meeting, there was a disappointing representation from U.B.C. at the meeting.

The University is contributing significantly to some of the ignored areas of the field noted by the Commission on Canadian Studies. For example, in April, 1977, U.B.C. announced the initial stages in the development of a School of Naval Architecture, the first of its kind in Canada. U.B.C. is offering courses in naval architecture and marine design at the fourth year level.

BROCK UNIVERSITY, St. Catherines, Ontario.

Respondents from Brock University noted that the effects of the Symons report varied markedly from department to department, "...although certainly there was an increased awareness of the need for attention to Canadian studies in the University as a whole." Undergraduates have had the option of doing an interdepartmental program in Canadian studies, but there has been little interest in this choice. For this reason, among others, the University Senate has adopted a "more agressive (Canadian studies) program" and it is to come into being in 1980-81.

In this new program, the Canadian studies student will have to complete the program for a full major in one of the participating departments. At least five of the total credits for the pass degree and eight for an honours degree, must be in Canadian-related courses; the degree granted will then stipulate both the major and the Canadian studies concentration. The Canadian studies will have to have at least one full course equivalent in French or on French-Canada. Reading proficiency in French upon graduation is "highly recommended."

Fifty-nine courses are offered in this new program. Within the general parameters of the plan, the following specific pattern of courses will be recommended to students:

(1) Studies in Canadian Culture: courses in drama and film studies, English, French and history. (Students will be required to demonstrate reading proficiency in French before graduation.)

(2) Canadian Government and Public Administration: courses from administration, economics, geography, history and politics. (Reading proficiency in French will also be required.)

(3) Niagara Land and Land Use: courses from biology, chemistry, geography, geology and urban and environmental studies.

(4) The Social Mosaic: courses from geography, history, sociology and urban and environmental studies.

(5) Canadian and European Community Studies: a description of this pattern was not available for this report.

(6) Canadian-American Studies: courses in drama and film studies, English history and politics.

Individual students' Canadian studies programs will have to be approved by the chairman of the student's major department and by the director of the Canadian Studies Program, W.A. Matheson, who is the Dean of Social Sciences.

This development must be a welcome one for those working in Canadian studies at Brock. The existence of this kind of program should do much to further the current Canadian focus of the drama, film studies, administration, geography, politics, sociology and urban and environmental studies departments.

The Sociology Department at Brock has developed a data bank available to anyone interested in information about the Niagara Peninsula. Regional studies seem an important focus for the geography, geology and urban and environmental studies department as well.

Respondents commented that in a period of "...diminishing resources and expanding demands, there is a need for a special funding source both to support existing Canadian Studies programs and to encourage new initiatives. Financial structures remain the greatest impediment to Canadian studies at Brock".

THE UNIVERSITY OF CALGARY, Calgary, Alberta.

On April 8, 1976, the General Faculties Council of the University of Calgary agreed to set up an ad hoc committee with the following terms of reference:

> ...to study the recommendations of the report To Know Ourselves (the Symons report), to collect data on the progress of Canadian studies within the University of Calgary, and to report back and recommend action.

This 10-person committee met on six occasions from June 16, 1976, through to January 14, 1977. Its final report was tabled in the spring of 1977. It was "...very positive both about the Symons report itself and about the state of Canadian studies at the University of Calgary."

During the research period, the chairman of this committee met with the chairmen of similar committees at the University of Alberta, the University of Lethbridge and Athabasca University. This "...provided the opportunity to ... study the whole question of Canadian studies in a province-wide perspective." The Calgary report indicates that there was the hope that all four universities would provide an overall statement for consideration by the Alberta Universities' Coordinating Council. This has not been done.

The ad hoc committee drew specific attention to 24 recommendations from both volumes of To Know Ourselves. In doing so, the committee thought that the large number of recommendations had very effectively reduced the potential impact of the report of the Commission on Canadian Studies.

Nevertheless, the committee was able to make 12 specific recommendations for action at the University of Calgary. They were approved by the Senate and Board of Governors.

(1) The University should take the appropriate academic and financial steps to proceed from the minor in Canadian studies to a program leading to a B.A. in Canadian studies. This has not been done.

(2) The University shall arrange for the immediate appointment of a Canadian studies coordinator. This was done. The fulltime coordinator will be Professor Robert M. Stamp. His appointment is effective July 1, 1980.

(3) The University should act positively and quickly to support the Students' Union proposal for the endowment of an annual chair of Canadian studies. This, too, has been done. The chair was initiated by a substantial gift from the Students' Union in 1977, and it is also supported out of the University's general endowment fund. "The guidelines for the Visiting Professorship in Canadian studies at the University of Calgary were drawn from the publication To Know Ourselves, the result of the work of the Commission on Canadian Studies." (Press Release). Professor Ronald Sutherland, from the University of Sherbrooke, was the first visiting professor and was at Calgary for the 1978-79 academic year. He was followed by Professor Morris Zaslow of the University of Western Ontario, who occupies the chair for the 1979-80 academic year.

(4) The University shall promote and expedite... formal arrangements between the Arctic Institute of North America and appropriate departments within the University.

(5) Departments should ensure that the Canadian content in their courses is properly reflected in calendar entries.

(6) Departments with patterns of prerequisites which prevent students from enrolling in Canadian content courses should consider appropriate modifications which would effectively limit such restrictions.

(7) Where appropriate, departments should require at least one Canadian content full course equivalent as a component of a student's major or honours degree.

(8) All appropriate departments (i.e. those with Canadian component to their discipline) shall offer annually at least one Canadian content full-course equivalent.

(9) Students, in whatever faculty or unit, shall be strongly encouraged to include appropriate Canadian content courses in their undergraduate degree programs, preferably one in the social sciences/education area, one in the science/technology area, and one in the humanities/fine arts area.

(10) Departments shall be encouraged to utilize Canadian sources, textbooks and materials in their courses when these components will serve as well as, or better than, non-Canadian components.

(11) Faculties and departments shall explore all possible avenues in their attempts to find suitably qualified Canadian faculty for their vacant positions.

(12) All newly appointed staff shall be apprised of the recommendations of the Symons report which have relevance to the University of Calgary.

The extent to which all 12 recommendations have been implemented is hard to assess. It is clear, however, that many of them make considerable sense and that some can be commended to other institutions for consideration and adaptation. Comments about textbooks, course offerings, hiring practices and the briefing of new faculty are generally worth while.

The University of Calgary is emphasizing three things as the basis of its current Canadian studies effort: the minor in Canadian studies which was organized into a coherent program in 1977; the chair of Canadian studies set up in 1978; and interdisciplinary Canadian studies courses.

The minor in Canadian studies is offered to students in major and honours programs in social sciences and humanities, and for students in a general studies program and University College at the University of Calgary. The minor includes two full-course equivalents from a core selection of Canadian content subjects in economics, English, geography, history, political science or sociology. In addition, students must successfully complete two interdisciplinary Canadian studies offerings and at least one full credit in a course on French Canada.

There are four interdisciplinary courses in the Canadian studies program. Interdisciplinary Studies 331 and 333 (called Canadian Studies I and II) examine selected contemporary Canadian social, cultural and environmental issues in an interdisciplinary format. Topics vary from year to year, but have included such things as "...bilingual Canada, multiculturalism, regionalism, native studies, man-environment relations, Canadian culture and the arts, foreign policy, the multinational corporations and the survival of the nation-state."

Interdisciplinary 400: Seminar in Canadian Studies, is an intermediate level interdisciplinary seminar examining particular topics in the social, cultural or environmental domains. Interdisciplinary Studies 500: Special Topics in Canadian Studies, is a senior level offering which examines topics of special interest to senior students. It is intended to be taught by the visiting professor in Canadian studies.

The University's interest in Canadian content is not confined to the social sciences and humanities. For example, in 1974 the Canadian Architectural Archives were established at the University library as a co-operative project of the Faculty of Environmental Design and the Department of Rare Books and Special Collections. The intention is to build a national collection on the

most significant Canadian architecture of the 20th century, through collections documenting as completely as possible the work of architects and firms; through materials on particular buildings and projects; through photographic collections; and through oral history.

The program director of architecture in the Faculty of Environmental Design writes that "...the warm and enthusiastic support that we have received across the country, both from scholars, architects and others, owes a good deal to the interest in Canadian studies aroused by the report of the Commission..." The Faculty of Environmental Design is also seeking the endowment of a chair of environmental design at the University.

Early in February, 1980, the University's law school established the Canadian Institute of Resources Law (CIRL), the only body in Canada specializing in research, education and publication on all facets of resources law. The Alberta Law Foundation has given the Institute an initial grant of $150,000 over two years, and in the second year of operation will provide up to $100,000 on a matching grant basis for each dollar of core funding raised from other sources. The Institute is also seeking funding from the federal government, provincial governments and the private sector. CIRL also plans to provide some educational programing, stressing in its curriculum, resources law, which is related especially to oil and natural gas.

There are other Canadian oriented efforts evident at Calgary. The University library is expanding its Canadian studies collection. For example, it has acquired Bruce Hutchison's personal papers. The University's "Western Canada Studies Conference" continues as an annual event. In 1978, with the co-operation of the University of New Brunswick, it held two conferences to encourage east-west dialogue. In February of the same year the University hosted the "Conference on the Canadian Novel."

Calgary is also the home of a number of institutes with extensive Canadian interests. These include the Arctic Institute of North America, the Canadian Energy Research Institute, the Petroleum Recovery Institute, the Research Centre for Canadian Ethnic Studies, the Institute for Transportation Studies, and the Kananaskis Centre for Environmental Research.

CARLETON UNIVERSITY, Ottawa, Ontario.

In response to the report of the Commission on Canadian Studies, Carleton established a special Committee of Senate in May, 1976. This group was composed of R.L. McDougall (English), Blair Neatby (history), Davidson Dunton (Institute of Canadian Studies), J.S. Riordon (systems engineering) and Christine Fisher (English). They met four times, completing their work by April 11, 1977. Their final report was presented to Senate on November 2 of that year.

The Committee took the view that the Symons report was essentially right in its reading of the given situation, "...right in spelling out with convincing

candor a cultural and educational neglect on a national scale that must make (Canadians) the wonder of the western world," and right to suggest a wide range of remedies to correct the situation. In its conclusions, it made it clear that the Committee took the report seriously, supported it in the main, and wanted to see those attitudes reflected in the university community as a whole.

The Committee made a thorough review of Carleton's position in terms of the Commission's analysis. It noted, for example, the following percentages of Canadian-oriented courses in selected disciplines:

	Carleton (1975-76)	National (1974-75)
Political Science	60%	28%
History	29%	20%
English-Canadian Lit.	19%	8%
French-Canadian Lit.	45%	17%

Studies were also done of the percentages of Canadian and "part-Canadian" research at Carleton in the humanities and social sciences. A review was done of Canadian studies and science and engineering.

At the November 2, 1977 meeting of Senate, the committee presented a resolution containing the following recommendations. It was considered and approved.

(1) That the report of the Senate Committee on the Symons report be circulated within the university community. This has been done.

(2) That Senate, through its appropriate agencies, show an active interest in the development at Carleton of "regional studies, as defined and dealt with under recommendations 16 and 17 of the curriculum chapter of the Symons report (Vol. 1, p. 131), and that this interest include the development of archival resources." Work on this hac not proceeded because, apparently, it falls outside of the terms and the references of the Senate Committee to deal with this matter.

(3) That Senate, through its appropriate agencies, investigate, and if necessary take steps to remedy, the apparent dearth of senior-level courses committed seriously to the study of French Canada. Action has been taken on this and has resulted, for example, in more course work of this nature in departments like sociology and anthropology.

(4) That Senate, through its appropriate agencies, encourage the establishment of a first-year course, interdisciplinary in nature, in the cultural history of Canada. This has been done with one alteration: it is provided as a second-year course in the undergraduate Canadian studies program.

(5) That Senate, through its appropriate agencies, encourage the development of ethnic studies of an interdisciplinary nature. This has not been done. The reasons, as reported, appear to be financial and related to the inability of the University to staff this kind of program.

(6) That Senate, through its appropriate agencies, encourage the development of an effective university liaison with high schools in the field of Canadian studies. This is being done on a regular basis through the undergraduate program of Canadian studies, and by the Institute for Canadian Studies under the chairmanship of S.F. Wise. In addition, with the support of these two parts of the University, the Association for Canadian Studies is holding a major meeting on the issue of university and schools liaison, scheduled for October 25 and 26, 1980.

(7) That Senate monitor, and if necessary take steps to rectify, such professional disadvantages as might arise from uneven workloads in Canadian courses where student demand exceeds the supply of the instructors. This is not an issue, due to changed circumstances which affect not only Carleton but most of the other universities in Canada -- notably declining enrolments.

(8) That the present Committee, or one like it, maintain a watching brief on all matters pertaining to the report of the Senate Committee, and on such other matters as may be judged to come within its perview. There has been a standing committee of Senate established, with S.F. Wise in the chair. It reports that, in its view, the proportion of Canadian programs to non-Canadian is appropriately balanced at Carleton.

Carleton has both an undergraduate and a graduate program of Canadian studies which are part of the operation of the Faculty of Arts. The Institute of Canadian Studies, the graduate level, is administered by a director and his committee of management. The undergraduate program is within the ICS, and reports to the director. The Chairman and Co-ordinator of the undergraduate program is Patricia Smart, and her program committee is a 10-person interdisciplinary group drawn from eight departments.

The undergraduate program is of a three-year duration and leads to a B.A. degree with a major or combined major in Canadian studies. The combined major is possible between Canadian studies and art history, English, French, geography, history, political science or sociology. The undergraduate program, now part of the Faculty of Arts, was established on September 16, 1976, and was originally based at St. Pat's College. The program's inaugural address, delivered by the Honourable Hugh Faulkner, then-Minister of State for Science and Technology, makes clear reference to the importance of the Commission on Canadian Studies in encouraging developments of this kind. The original brochures published by the program begin with an extract from the "Rationale" of the Symons report and comment that Carleton shares concern about the need to provide students opportunities to know themselves and their society through the study of Canadian art, history, literature and social science.

The Institute of Canadian Studies at Carleton was founded in 1957. It has long been the only graduate centre for Canadian studies in the nation. The Institute offers degrees at the master's level only. There are no doctoral programs in Canadian studies in Canada. The program is interdisciplinary in emphasis with program possibilities such as communications, regional studies, French-Canadian studies, Native peoples, Canadian art history and music, and studies in Canadian literature. The options are virtually infinite.

The Institute sponsors and gives editorial supervision to the Carleton Library, a series of paperback reprints and compilations of classic material relating to Canadian history, law, economics, politics, anthropology, sociology, geography and journalism. There are 123 volumes in this series to date.

Lamentably, Macmillan, the publisher of the Carleton Library, is in some financial difficulty related to the general state of the Canadian publishing industry. Carleton has guaranteed the continuance of the series. It is essential that this long-running and valuable publication program be maintained.

In addition to the foregoing, the University has a Centre for Northern and Native Studies which has a research focus and offers a master's degree in native studies. There is a master's program in French Canadian studies at Carleton as well as master's and doctoral programs in Canadian literature and Canadian politics. The Ottawa Valley Regional Centre and the Energy Research Group are two of the other research institutes which are part of Carleton.

COLLEGE MILITAIRE ROYAL DE SAINT-JEAN, St-Jean, Quebec.

There does not appear to have been any review of the Symons report undertaken by the College. Nevertheless, there is a commitment to Canadian studies apparent in the B.A. program which offers a major in Canadian studies with a minor in administration.

The primary objective of the program, offered in conjunction with various departments, is to give the Officer Cadet an opportunity "... to gain a fairly comprehensive understanding of Canadian civilization as a living culture." The program is also designed to provide the future officer "... with a better understanding of his fellow-countrymen for whom and with whom he will be required to work...."

The Canadian studies major is taught through the co-operation of five departments: Administration, Social Science, English, French, Military Psychology and Management. The courses offered are drawn from the following disciplines: history, literature, geography, sociology, political science, finance and law. There are, as would be expected, courses in the military history of Canada and international relations. In each year of the program, students take La Litterature Québécoise and Canadian Literature in English.

The major requires 60 credit hours in these subject areas. The administration minor requires 30. The program, coordinated by Professor R. Carrier, was founded in 1974, one year before the release of the Symons study. The impetus apparently came from the Canadian Military College Advisory Board. Its concerns are best summed up in this quotation:

> Senior officers must have an understanding of government, international affairs and economics. They must be capable of creative thinking and able to transcend their earlier specialties. At all levels, the need to communicate effectively requires that due emphasis be placed on the study of the mother tongue, including written and oral expression. Similarly, the education of a professional officer would be incomplete without a good knowledge of military history, and the history of his own country.
>
> (CMC Advisory Board, 18-20 March, 1978)

CONCORDIA UNIVERSITY, Montreal, Quebec.

Concordia has not had a University committee examine the report of the Commission on Canadian Studies. However, the Symons document was the focus of an informal study done in 1977-78 by the members of the Canadian studies program from the Loyola and Sir George campuses. No specific actions were taken, but the co-ordinator of Canadian studies at the time, Professor Richard Wilbur, distributed eight copies of To Know Ourselves to the Canadian Studies Committee. It proved useful in the restructuring of the program that was taking place as a result of the pending amalgamation of Loyola College and Sir George Williams University.

Concordia reports that Recommendation 17 in the Symon report, that each university "... should engage in some teaching and research about the area in which it is located," has been addressed to a considerable degree. In the Canadian studies program, for example, the place of the majority and the minority cultures of Quebec are being stressed currently. Professor Howard Fink of the English department has done much to save and preserve CBC Radio drama materials. In collaboration with John Abbott College, Concordia sponsored two one-day sessions on "Cultural Diversity in the New Quebec."

Various departments have provided a long list of research and publications related to this recommendation. For example, the sociology department notes the following projects which are "... in response to the Symons report": Ethnic Groups in Montreal and Their Institutions; The Corporatist Movement in Quebec; Retention Rates in Quebec High Schools; Demographic Changes in the Quebec Population; Urban Social Movements: Montreal and Ottawa; The Role of the Church in the Quebec Labour Movement; and Adjustment of the Boat People in the Montreal Area.

The Canadian studies program at Concordia provides a specialization in Canadian studies, a B.A. major in Canadian studies and a minor in Canadian studies.

The specialization is a B.A. with 60 credit requirements. Students must take two interdisciplinary Canadian studies courses of six credits each; six credits of French at a level determined by the French Department; and six credits each of prescribed history and English subjects. In addition, they must choose 30 elective credits for related Canadian content courses from anthropology, art history, communications studies, economics, education, English, French, geography, history, interdisciplinary studies, journalism, political science, religion, sociology or music.

The major in Canadian studies requires 42 credits: basically the same number of required credits, and 12 elective credits chosen in consultation with the coordinator from the same broad range of departments.

The minor in Canadian studies consists of 30 credits drawn from Canadian studies, French, English and history. In all three programs, courses are chosen in consultation with the Canadian studies coordinator.

The place of the Canadian studies program in the University administrative structure is under discussion. The program has been placed under a newly created administrative division which also has responsibility for the University's colleges. At first, this new arrangement was a cause for some anxiety about the future of Canadian studies. However it now seems that the anxiety was unwarranted. The program will not only continue, but will have an opportunity to redefine its place in the university and to do so in a way that will contribute to a more vigorous presence. Enrolment in the program is healthy and interest from faculty and administration appears positive.

In addition, Concordia offers undergraduate degrees in Canadian politics, in French-Canadian studies (language and literature), and master's and doctoral degrees in Canadian history. The University libraries house a number of important Canadian collections. The Norris Library includes the Quinn pamphlet collection on Quebec politics, the CBC radio drama scripts, the Bibaud collection, and the most complete collection in Canada on Irving Layton. The Loyola Campus Vanier Library has archival material on the Royal Commission on Bilingualism and Biculturalism, and on ethnic groups in Canada. They are in the Rudnyckyj Archives.

DALHOUSIE UNIVERSITY, Halifax, Nova Scotia.

A Canadian Studies Committee was established at Dalhousie some time before the Symons report appeared. This arts and science body did report to the Faculty Council on the implications of the Symons study.

It was reported that the Committee took the view, in response to the Symons report, that "...Dalhousie's teaching and research had a great deal of Canadian content, that it had been that way for a long time, and that much of it was not always specifically designated. This was true in the Faculty of Arts and Science, but it was especially so in the Faculties of Law, Medicine and Health Professions, as well as in the Faculty of Administrative Studies."

> ...we have long tended to take the view, perhaps with too much self-satisfaction, that these inquiries from Tom Symons and Co., from the Association for Canadian Studies, were obtrusive forms of nationalism whose relevance to institutions in Ontario and the west could barely excuse their being applied to an institution as venerable in Canadian life as Dalhousie... This all sounds terribly complacent, but...the truth is we do have, and have always had, a strong Canadian orientation in the core disciplines in arts and science, in English, history, political science and economics.

It is interesting to note that only three of 28 courses listed as classes for the general degree in English have explicit Canadian references in them. Of course, the calendar may not accurately reflect what is being done in the classroom.

The Committee on Canadian Studies was asked to continue to advise and recommend policy to the University as occasion demanded. It should be noted that, on the release of To Know Ourselves, the president of the University, Dr. H. Hicks, went on record as skeptical of the report's findings.

Dalhousie offers a Canadian studies program to students doing or planning to do work in the Economics, English, French, history, political science or sociology departments. The design of the program is to allow such students to concentrate their work on Canadian topics, both within their major disciplinary area and in their electives from the other departments involved. For example, a student planning to do economics and Canadian studies would have to take at least three economics courses from a designated list of Canadian content offerings. In addition, that student would take four offerings from the Canadian content list of the other participating departments.

Besides its Canadian studies degree, the University offers B.A.'s and M.A.'s in Canadian politics, and undergraduate, master's and doctoral work in Canadian history.

Canadian studies, broadly defined, are also pursued by Dalhousie's Government Studies Program, the Institute for Resource and Environmental Studies, the Institute of Public Affairs, the Canadian Centre for Marine Transportation and the Bedford Institute of Oceanography.

UNIVERSITY OF GUELPH, Guelph, Ontario.

The University of Guelph did not establish a committee to review the findings of the Symons Report. The University's respondent indicated that:

> Even before the publication of the Symons report, it would have been difficult to find any department in any of Guelph's seven colleges that did not engage in significant Canadian-oriented research, or provide courses on Canada itself or others where there was Canadian content. In the early 1970's, an interdisciplinary Canadian studies minor had been established in the B.A. program. As well, our Department of Languages already had an exchange with the Université de Sherbrooke. Therefore, there appeared to be no imperative at Guelph to review needs that were specifically Canadian as such.

Despite this kind of disclaimer, the University has been influenced by the Symons document. The Ontario Arts Council's To Know Ourselves Committee sponsored a Canadian studies pilot project on the Guelph campus, with the co-operation and support of the University. This project is reported on in chapter one of this paper. In addition, it is reported that changes are being made in the University's Canadian studies program because of "...general dissatisfaction with the amorphous nature of this offering and the general enhancement of Canadian studies that resulted from the Symons report...."

Beginning in 1980, B.A. students in either the general or honours program will be able to take either a major or a minor in Canadian studies, within the framework of four foci: French and English literature in Canada, Canadian literature and history, Canadian history and politics, and Canadian public administration. The University is currently considering a fifth option in Canadian rural society.

> With the new program, formal Canadian studies can be said to have come of age at Guelph in 1980. The Symons report did not by itself originate this expansion and improvement, but it did provide inspiration to those who formulated the new program and influenced its acceptability by the University as a whole.

The University of Guelph has also followed the Symons recommendations regarding archives. Its archives have now been organized and catalogued within the University library. It is worth noting that the University archives contain university records and other manuscript materials almost exclusively Canadian. This is a beginning, but the University thinks that more could be done if funding were improved to allow greater collection of materials outside of the University and greater accessibility to such records. "With the current level of funding in Ontario, universities simply cannot afford a major effort in this vital area of Canadian culture."

The best summary of the influence of the Commission on Canadian Studies at Guelph is provided by this quotation from the Chairman of the Canadian Studies Committee of the B.A. program at Guelph, Professor T.A. Crowley:

> The main impact of the Symons report at Guelph was to enhance the importance of Canadian studies in research and teaching. The thoroughness of that report, and the publicity that surrounded it, gave new respectability to Canadian studies.

In addition to the Ontario Arts Council project and the changes in the Canadian studies program, there are some other signs of interest in Canadian studies, broadly defined, at this University. The development of the new Macdonald Stewart Community Art Centre and the sponsoring, with the Canadian Historical Association's Urban Studies Committee, of a major conference entitled "Canada's Urban Past," are two examples. The program of the conference was designed to facilitate an interdisciplinary approach to broad aspects of past Canadian urbanization, as well as to the historical development of particular Canadian cities and towns. Guelph is also the home for the Centre for Resources Development research institute.

Even Guelph's alumni were involved in responses to the report. The BIO-Alumni News of the University did a full précis of the report in July, 1976, and invited alumnae/alumni to respond.

LAKEHEAD UNIVERSITY, Thunder Bay, Ontario.

Lakehead offers a B.A. (English), with a concentration in Canadian studies. This three-year program offers a heavy concentration of Canadian-oriented courses from a variety of disciplines in each year of study. Naturally, the emphasis is placed on English-Canadian and French-Canadian literature: Canadian Literature in English, Studies in Canadian Prose, Studies in Canadian Poetry, Introduction to French Literature, The French-Canadian Novel, and French-Canadian Poets. In addition, students select Canadian content courses from a broad range of disciplines: anthropology, economics, history, philosophy, political studies and sociology.

LAURENTIAN UNIVERSITY, Sudbury, Ontario.

Laurentian University reports that, although no special academic body of the Senate was established to review the report of the Commission on Canadian Studies, "...the curriculum committee operates with some consciousness of the general Symons concerns."

Laurentian does have a Canadian studies program. Its uniqueness lies in its bilingual approach to national problems. The program attempts a broad, bilingual, integrated understanding of Canadian society and culture by viewing them from a number of perspectives: economic, historical, political, sociological, geographical, anthropological and literary. It emphasizes interdisciplinary studies, especially in Canadian Studies 1000, a first-year interdisciplinary course focusing on two main aspects of Canada: the land and resources, and nationality and identity. This is also true of Canadian Studies 2000: The Canadian Cultural Heritages, which examines the social, intellectual and literary manifestations of a number of different cultural heritages in Canada.

Of the 15 full-course credits required for the B.A. degree in Canadian studies, between seven and 10 must be chosen from a prescribed list of courses drawn from at least three departments. In all, students must take at least three courses in each of the three departments, but not all of these courses need to be Canadian content. Before graduation, the student must demonstrate a solid reading knowledge of both English and French. Students must maintain at least a 60 per cent average on the Canadian content courses. In addition, upon graduation, the student may also qualify for a certificate of bilingualism which attests to fluency in both languages.

The University of Sudbury, in affiliation with Laurentian, offers a summer school in Canadian studies and English language for foreign students. This was offered in the summer of 1977 to 18 students from the Sophia University in Tokyo, Japan; again in 1978 to another group of Japanese students; and, in 1979, to a mixture of students from several continents (Europe, Latin America and Asia). The basis of the program is a special one-month course in Canadian studies. The syllabus has changed each year. In addition, the students are given opportunities to learn English in both formal and non-formal settings. This kind of program, if expanded, could be of considerable value to non-Canadian universities through student exchange programs. It might be possible for some kind of special graduate Canadian studies seminars to be planned at a number of different universities to enhance the excellent work being done abroad on Canadian studies with the support of the Department of External Affairs.

Sudbury also offers an undergraduate Native studies program and has a Franco-Ontarian Folklore Centre as part of its contribution to the study of Canada.

Algoma University College, another affiliate, has a Canadian studies program similar to Laurentian's which is coordinated by a committee interdisciplinary in nature.

Laurentian offers, as well, undergraduate degree programs in Native studies and in French Canada: Language and Literature. The Northern Ontario Institute for Research and Development is part of the University. It was established in 1977 by the University College of Hearst.

Finally, Laurentian has recognized the value of the personal public service of Professor Symons by making him an honorary doctor of laws at its May 28, 1977, convocation. The convocation remarks made by Dr. Lucien Michaud, the President of the University of Sudbury, pointed to the esteem in which the University holds the work of the Commission on Canadian Studies.

LAVAL UNIVERSITY, Quebec City, Quebec.

Laval did not establish a senior academic body to investigate the implications for the University of the Symons report. However, the Rector of Laval at the time, Dr. Larkin Kerwin, did circulate To Know Ourselves to faculty and to department heads. The Commission had acknowledged, even before the publication of its study, that at Laval, teaching and research about Canada was already well established.

While the University does not offer a formal Canadian studies program, it does support many studies of its milieu. Undergraduate degrees and certificates, as well as master's and doctoral programs, are offered in Quebec literature. The Departments of Geography, Economics, Sociology and Architecture are developing teaching and research projects pertinent to the local and regional settings of the University.

Respondents noted that the University is richly endowed with the resources necessary to develop a number of different Canadian studies in research, teaching, exchanges and specific programs. The bulk of this kind of work is done in language and literature, history, geography, education, applied sciences and social sciences (especially sociology and economics). There are a number of centres at the University that amply illustrate this point.

For example, Le Centre d'études sur la langue, les arts et les traditions populaires des francophones en Amérique du Nord (CELAT) was formed in 1976 under the chairmanship of Jean Hamelin. It groups together the Atlas linguistique of Eastern Canada, the Folklore Archives, and the Trésor de la langue française au Québec. It offers B.A., M.A., doctoral and postdoctoral studies through the departments of the Faculté des Lettres, with which it cooperates. Its research focuses on folklore, language, material culture (popular art and technology) and urban culture. The central principle of CELAT is to promote studies of the language arts, and popular cultures of French North America in their origins, in their contemporary state, and in their relationships to European, Amerindian and Anglo-Saxon cultures.

Another important centre at Laval is the Centre international de recherche sur le bilinguisme (CIRB) which was established in 1967. With financial support from the Quebec Department of Education and the Department of the Secretary of State, CIRB studies language from various perspectives, but stresses the social, political and psychological principally. The projects of the Centre are conducted in the Gaspésie, New Brunswick and Nova Scotia. CIRB publishes a bulletin.

Perhaps one of the best known of the Laval centres is the Centre d'études Nordiques, which was established in 1961. Beyond its general objectives -- the acquisition and diffusion of knowledge about northern regions -- the Centre is devoted to interdisciplinary research and to the training of young researchers, primarily in the Québec-Labrador peninsula, but in the Northwest Territories and in the world's northern regions as well. Some 30 professors and their students are associated with the Centre's work on a regular basis, either within it or from their own faculties or departments. The Centre maintains two research stations in Nouveau-Quebec, one at Poste-de-la-Baleine (Great Whale River), which is in operation year-round, the other at Kuujjuaq (Fort Chimo), which is open during the summer months. These two stations offer logistical support to the Centre's research teams working near Hudson and Ungava Bays. They are also used, on occasion, by researchers from other universities and from government departments.

The Centre d'études Nordiques has its own documentation centre which has been built up in association with specific research programs within the Centre. However, Laval's main library, in collaboration with the Centre, has collected (since 1964) substantial and important northern books and periodicals. The main library's map collection also holds many publications (maps, atlases, and aerial photographs) related to northern regions, especially Quebec. With respect to northern documentation, the Centre is ready to reply to requests for bibliographical information, so far as they may be related to its program of research.

Respondents from Laval, when queried on the possible development of formal Canadian studies programs at the University, noted that one problem was that Canadian universities, collectively, seem to lack the necessary motivation to develop a true methodology for this work. However, the Symons report is viewed as the beginning of that essential process.

THE UNIVERSITY OF LETHBRIDGE, Lethbridge, Alberta.

The General Faculties Council of the University established an Ad Hoc Committee on Canadian Studies as a result of the release of the first two volumes of the Symons report. The Committee was proposed on May 10, 1976, and it reported to the General Faculties Council on January 3, 1978. On January 23 and on February 20 of that year, Council considered the Committee's recommendations and approved some of them.

All of the recommendations in To Know Ourselves were analyzed and distilled into 11 basic recommendations considered feasible to implement at the University of Lethbridge. None of the recommendations made by the Committee have been implemented. A review of the recommendations and some speculations on their failure are instructive. They point to several educational and public policy concerns.

The recommendations were:

(1) That the General Faculties Council adopt the position that graduates of the University of Lethbridge possess basic knowledge about Canada. This was accepted, although a further motion that this recommendation be referred to the respective faculties for consideration and that they be requested to report back to General Faculties was defeated.

(2) That the General Faculties Council request the Faculties of Arts and Science and Education to charge their faculty and departmental curriculum committees with the task of evaluating what is being done and what can be done to enhance the scope and quality of the opportunities provided in their curricula for studies relating to Canada. Passed.

(3) That the General Faculties Council request that the Faculty of Arts and Science consider the initiation of a major in Canadian studies. This was passed, but it was not acted on. The reasons appear to relate to the organization of the arts and science faculty. After this recommendation was made, the Faculty was split into divisions. This reorganization, apparently, has halted efforts to establish a program. If the divisional experiment continues, the University's brief suggests, a proper site for the implementation of this recommendation should be determined and action taken. It seems clear that there has been long-standing interest in some quarters of the University for a Canadian studies program. The impression appears to have been that a Canadian studies program should have been in place by 1979. Unfortunately, that has not happened.

(4) That the Canadian content of the library remain a consideration of the library. Passed.

(5) That the General Faculties Council request the Faculty of Arts and Science to consider the inclusion in its model curriculum in the calendar a statement advising students of the importance of French in their University education. Passed.

(6) That the General Faculties Council request the administration to seek special funding in order that oral and written French classes could be made available to interested faculty and support staff. Passed. This recommendation is one which might be considered elsewhere as well. It is to be hoped that it will be acted on by the University of Lethbridge administration.

(7) That the General Faculties Council request student services to consider establishing a committee which would look into aspects of francophone students' academic and social life on campus, for the purpose of assisting these students during their stay at the University. Passed.

(8) That the General Faculties Council request the Faculty of Arts and Science to investigate the possibility of teaching additional languages. Passed.

(9) That the University of Lethbridge Research Committee give due consideration to research projects dealing with some aspects of Canada and that the General Faculties Council create an Isolation Committee which would suggest ways of alleviating the problem of scholarly communication from an isolated campus. Both of these motions were defeated.

(10) That the General Faculties Council recommend to the Faculty of Arts and Science and the Faculty of Education that they investigate the establishment of a standing committee in each faculty to coordinate Canadian studies. Passed.

As noted, as far as can be determined, none of these recommendations made by the Committee have been implemented. Whether this is due to General Faculties Council failing to make requests to the various bodies such as the faculty of Arts and Science, the faculty of Education, the administration, or whether those requests were made and rejected is unknown.

The most disappointing aspect of this, it would appear, is the failure of the University to establish a Canadian studies program. There appears to have been considerable interest in this at the faculty level. It was a possibility mentioned even before the release of the report of the Commission on Canadian Studies. Certainly, To Know Ourselves appears to have added to that drive. This culminated in the report of the ad hoc Committee on Canadian Studies. Unfortunately, because of the divisional experiment alluded to above, a program has not yet been established. Another factor appears to be the impact of a hiring freeze on the University caused by financial constraints. Canadian studies, it is reported, was particularly hurt because, for example, the freeze made it impossible to replace a Canadian literature specialist who departed in 1978.

Respondents from the University of Lethbridge suggested that it would be most helpful at this institution, and perhaps at a number of others, if money was to be made available for visiting professorships in Canadian studies on a basis similar to the Secretary of State grants for visiting professorships in multiculturalism. Scholarships for interested students would also be helpful. Interestingly enough, it was suggested by the University of Lethbridge that such scholarships might "...forestall the necessity of Canadian students travelling to American or British universities in order to obtain training at the many fine Canadian studies programs located at universities in these countries."

The initial report of the ad hoc Committee on Canadian Studies, dated April 18, 1977, contains a more complete list of recommendations pertinent to the local scene. Their impact, "...it can be stated overtly, has been minimal." However, the exercise of:

> examining the situation of Canadian studies at this University served the purpose of raising the level of consciousness to the issues involved. Probably, the most serious failure here has been the failure to establish the intrafaculty Canadian studies coordinating committee,

> as passed by the General Faculties Council...; we cannot expect that the problems raised by Symons will simply go away now that they have been brought out into the open. It is necessary to have a formal body which will move to the implementation of recommendations which were approved and introduce new ones as they are needed.

It is, perhaps, a hopeful sign that the University has asked Dr. H. Skolrood, Professor of Education, to represent Lethbridge in the deliberations of, and at the meetings of, the Association for Canadian Studies and its subcommittee, the CCSPA.

THE UNIVERSITY OF MANITOBA, Winnipeg, Manitoba.

On June 24, 1976, the Board of Governors of the University of Manitoba passed a motion which asked the senate, the administration, the faculties departments and schools of the University to study how the Symons report related to the University, and how the basic principles of the report, calling attention to teaching and research about Canada, could be implemented. The motion asked that proposals or suggestions from each of these groups should be received not later than October 15, 1976.

At its meeting on August 3, 1976, the Senate created an ad hoc committee to study the replies from deans and directors who were asked not only for a review of the Symons report, but also for answers to these specific questions:

- What courses and programs are currently identified with Canadian studies in your faculty or school?

- What aspects of your research program are associated with subjects relating particularly to Canada?

- Over the past five years, has there been any significant change in the emphasis placed on Canadian studies within your faculty or school?

- Is there a need or an opportunity for greater emphasis on Canadian studies in your teaching or research programs? What problems or impediments prevent an expansion of the emphasis on subjects relating particularly to Canada? Do you have any suggestions as to how the University might address itself to these problems?

- Is there a potential for interdisciplinary approaches to Canadian studies within your faculty or school, or between yours and others? Are interdisciplinary approaches now pursued in your teaching and research programs?

The ad hoc committee received replies from all but two faculties and a summary of these was included in the committee's report to Senate.

The ad hoc Committee "...found itself in agreement with much that is written in the Symons report and in particular with three quotations":

> The most valid and compelling argument for Canadian studies is the importance of self-knowledge, the need to know and to understand ourselves....
>
> A curriculum in this country that does not help Canadians in some way to understand the physical and social environment that they live and work in, that affects so profoundly their daily lives and that in turn is affected by their actions, cannot be justified in either academic or professional terms....
>
> The function of the university is to train the critical intellect, not to inculcate belief. It would be a betrayal of the essential function of universities for them to purvey or promote a particular perception of the Canadian reality to the exclusion of any other....

Details on curriculum and responses to the Senate's questions were reported from administrative studies, agriculture, architecture, the Faculty of Arts, educational administration, educational psychology, humanities and social sciences, physical education, continuing education, home economics, law, music, medicine, nursing, the Natural Resources Institute, pharmacy, social work and six science departments. Generally, these reports were defensive of the status quo: they did not seize the opportunity to look to change or to plan for the future. Certainly, the Senate's fourth question, reported on the previous page, provided a unique chance to propose new appropriate curriculum plans, or to expand some of the excellent Canadian-oriented work that some of these departments are doing.

The Committee reported on April 26, 1977. It made six recommendations for Senate consideration. The executive committee of the Senate endorsed these proposals, although with one minor alteration to the second. It is reported here as amended.

(1) The University of Manitoba should provide an opportunity for students and, to as great an extent as possible, for the general public, to get accurate information on and objective analysis of social, economic, political, historical, physical, artistic and other phenomena relating to Canada.

(2) A co-ordinator of Canadian studies should be appointed as an officer responsible to the vice-president academic.

(3) The co-ordinator of Canadian studies be made a member of the Research Board.

(4) Within each academic unit where Canadian studies are relevant, a committee should be struck to monitor activities and to report yearly to the dean (or other office) and council copies of their reports to be given to the co-ordinator.

(5) That space be provided in the annual five-year plan for expenditures and activities associated with Canadian studies.

(6) That the situation regarding the Centre for Settlement Studies and the Agassiz Centre be reviewed with a view to restoring their activities.

The key recommendation, that a co-ordinator of Canadian studies be appointed, has been acted on. Professor William Neville, assistant to the vice-president academic, was appointed to the new post effective July 1, 1978. His responsibilities include establishing, maintaining and publicizing an inventory of courses, programs and research in Canadian studies at the university, and working with deans, directors, department heads and faculty members to identify areas of potential development in Canadian studies and the means to facilitate such developments.

Other recommendations have been followed as well. The 1979 summer session at the University had a Canadian studies focus "...intended to highlight the significance of Canadian studies at the University of Manitoba." It was clearly a response to the ad hoc committee's first recommendation that students and the general public be provided with opportunities to learn about Canada. This 1979 program offered lecture series, field trips, film series, special programs and academic courses. A similar program, Canadian studies focus, has been announced for 1980. It is based on the model described below, although it emphasizes the labour movement.

There were three different lecture series. The first, entitled "Canadian Identity-Revisited," provided four presentations on The Canadian Identify through History; Economics and Canadian Identity; Identify through the Arts; and The Search for Identity. The second cluster of talks, five in number, were devoted to "The Canadian Labourer" and were presented as a noon-hour series. They included The Trade Union Movement in Canada; Workers and Politics; The Image of the Worker in School Texts; The Strike as Labour's Weapon; and Women in the Work Force. Finally, there was a Monday noon lecture series which examined systematic or organizational options for present institutions in Canadian society. These four topics were: Canadian Economic Systems; City Planning; Education: Visions for the Future; and Medicine and Health Care.

The film series, entitled "Visions of Canada," was composed of nine noon-hour National Film Board programs devoted to views of Canada through the eyes of artists, writers, choreographers and musicians. Nineteen films were shown in all, covering a broad range of subjects and personalities.

There was a special program of "Summer Saturday Tours." Five special field trips took participants to the three field stations where the University conducts its environmental research. The topics of the trips, all run at a modest $23 charge, were Ecology at Delta Marsh; Geologic Processes at Grand Beach; Astronomy and Agriculture at Glenlea; 2,600 Million Years of Whiteshell Geologic History; and The Delta Marsh Prepares for Winter. A sixth urban field trip, Evolution of Land-Use Patterns in Winnipeg, examined the development of commercial, industrial and residential land-use throughout the city.

Five special programs were offered as well. They were: "The Manitoba Artists," a series of four lectures on the Manitoba art scene; "Prairies Folk," a residential weekend course designed to allow the examination of prairie life styles through humanities and the arts; "Study Canada," a series of residential courses proposed for senior adults and others (subjects included History of Canada, arts in Canada and contemporary Canadian issues); "Art Barn," a summer school of the arts which ran from July 9 to July 27; and "Canadian Perspectives on Gerontology," based on the work of two visiting professors from the University of Toronto and McMaster University.

This kind of summer program is consistent with the basic principles of the report of the Commission on Canadian Studies. It is doubly interesting because it is a creative way to maximize use of the resources of the University and to provide a broad range of opportunities for the public to study about their country in other than formal classroom situations. The idea of noon-hour programs is quite attractive and probably has some place in the regular school year, not only for the public, but for students from faculties or departments outside of the usual reach of programs of these kinds. It is interesting to note that the 1980 summer brochure quotes directly from To Know Ourselves.

In addition to the report of the Senate, some departments responded to the Commission on Canadian Studies in other ways. For example, the Faculty of Architecture purchased 12 copies of the report for departmental use and the relevant sections of the study were distributed to each member of the faculty.

There are other responses to the report, either direct or indirect, evident at this University. For example, the Faculty of Education has launched a series entitled Monographs in Education. Four numbers have appeared, the first of these, entitled Issues in Higher Education, examines a number of issues directly related to the report of the Commission on Canadian Studies. It includes, for example, the transcription of a talk given at the University by Professor Symons on "Nationalism and Higher Education" as part of the "Conference on Higher Education in Canada" which was, in itself, another University reaction to the report. Other titles in the Monographs series released so far are: Higher Education in Canada: Historical Perspectives; The Education of Native Peoples in Manitoba; and "Hardworking, Temperate and Peaceable" - The Portrayal of Workers in Canadian History Textbooks. The editors of this series, Keith Wilson and Alexander Gregor, are currently finishing a manuscript for a book entitled Education in Manitoba: A Social History.

In line with the basic argument in the Private Donor chapter of To Know Ourselves, the University of Manitoba approved, in principle, the establishment of a Department of Private Funding, in early 1977. The Department seems to be a response to the recommendations in the Private Donor chapter of the Commission's report, especially #13, #17, #18 and #19.

The University of Manitoba is the home for a number of research-oriented bodies which deal with Canadian issues and areas of study. These include the Northern Studies Committee, the Taiga Biological Station, the Agriculture Canada Research Station, the Aquatic Biology Research Unit, the Delta Marsh Field Station, the Delta Waterfowl Research Station, the Freshwater Institute and the Natural Resources Institute.

McGILL UNIVERSITY, Montreal, Quebec.

The Canadian studies program at McGill was set up in 1971-72. As part of the University's North American studies program, it had a steering committee of six members: Jean-Pierre Duquette (Department of French), Alex Lucas, Hugo McPherson and Donald Ruban (all of the Department of English) and Thomas Velk and Michael Stein (Department of Economics). In 1972-73, Canadian studies became a separate program under the chairmanship of Alex Lucas. The members of the reconstituted group were James Gilmour (geography), James R. Mallory (political science), Peter McNally (library science), Carman Miller and Tom Naylor (economics) and Bruce Trigger (anthropology). The current chairman of the Canadian Studies Committee is John Thompson (history) and in addition to Professors Lucas, McNally and Miller, who still serve, it is now composed of P.T. Davenport (economics), L. Dudek (English), F. Kunz (political science), Y. Lamonde (French Canada studies), Y. Rivard (French), M.R. Smith (sociology) and J. Bradbury (geography).

The Canadian studies program attempts to provide students with a comprehensive, interdisciplinary view of the nature and growth of Canadian civilization. Students registering in the program take 54 credits from a broad range of subjects, with a requirement that six be from history, six from literature and six from a social science. Since the beginning of the program, the Committee has frequently discussed establishing an honours program, but it has consistently voted against doing so. The reason given is that "... the degree would not satisfy the admission requirements of many graduate schools, the students having to enter one department and to specialize in some one discipline".

In terms of Canadian studies more broadly defined, McGill offers a graduate diploma in northern studies which requires an extra year beyond the B.A. or the B.Sc. There is an undergraduate program in French Canada literature and language, as well as North American and French Canada studies programs.

The Centre d'etudes canadiennes-françaises is an interdisciplinary teaching and research unit which stresses Quebec society as its area of concern. The study of that society, primarily from the perspective of the social sciences, is the mainstay that has afforded the Centre opportunities for research in

the history and the governance of Quebec. A reference library containing extensive research materials on Quebec is at the disposal of students and the professors. Ongoing contacts with universities in Quebec and the rest of North America enable the Centre to share in the dissemination of research materials from other French Canada studies centres.

With the support of the department involved, the Centre offers an interdisciplinary major in French Canada studies, designed to provide a comprehensive understanding of Quebec society in a Canadian and an international context. A minimum of 54 credits distributed in the disciplines available at the Centre, or in the participating departments, is required. At least 30 credits are to be taken in history, political sciences, literature, sociology and economics, with a minimum of six credits in each discipline. In the final year of the program, students must complete a research tutorial worth six credits. The remaining 18 credits are distributed in the participating departments in a pattern approved by a faculty advisor.

The McGill Centre for Northern Studies and Research was established in 1973 to encourage and to coordinate research into socio-economic and environmental problems in the north and to provide a forum for the interchange of ideas and for the dissemination of northern information. About 60 staff members from at least seven faculties and some 15 departments at McGill are associated with the Centre's work. The Centre assists in the formation of multidisciplinary research teams that can respond to specific needs, and it offers logistical support and other services to users of its northern field stations at Schefferville, in subarctic Quebec and on Axel Heilberg Island in the N.W.T.

The Northern Studies Library and Northern Information Service are connected to the Centre. They provide a comprehensive and rapidly growing collection of books, reports and government documents (over 10,000 by June, 1979), journals (about 250 titles), reprints, microfilms and microfiches, atlases, maps, photographs, slides, sound recordings and newspaper clippings related to the north. The standard reference works and bibliographies of polar literature, including the published catalogues of several polar libraries, are available. Priority is given first to the Quebec-Labrador peninsula and to northern Canada generally, including the middle north, then to Alaska and Greenland, the Soviet north, Scandinavia and Iceland and the south polar regions.

McGill's library is an important resource for Canadianists in the Montreal area. It houses the Lande Collection of Canadiana and the McCord Museum houses the University's collection of Canadiana. In addition, the McGill Archives is devoting attention to collecting material on the University's history and has been working on a special Grierson Archives project.

During the 1980-81 academic year, McGill's Canadian studies program will be sponsoring two major lecture series. The seminars program will focus on the subject "Canadian Regions and Regionalism." The program is supported by McGill as part of an interdisciplinary project of interest to the community. Lectures in the series include Professor Daniel Latouche on "Quebec - a

Region on Its Own?;" Professor John Richards on "Prairie Capitalism;" Dr. Lawrence Copthorne on "Newfoundland - From Dependency to Self-reliance" and Dr. Peter Usher on "The Canadian North: Our Uncertain Heritage." Other topics include "Machines and Dreams in the Mountains" with Professor Cole Harris; "Regional Disparities in a Resource-based Economy" a talk by Professor Paul Phillips; "Maritime Regionalism - 1862 to 1927" by Professor Ernest Forbes; L. Anders Sandberg on "Structuralism Versus Culturalism In The Rise and Fall of Industrial Pictou County, Nova Scotia;" Professor Gary Webster on "Prince Edward Island;" and Professor H.V. Nelles on "Ontario."

Another lecture series will feature the Honourable Paul Martin who will speak during a visit to the University from October 22 to November 12, 1980. His proposed topics are: "The High Commissioner and Canada's Relationship with Britain;" "The Evolution of Cabinet Government in Canada;" "Mediating Regional Conflict Within Cabinet and Party;" "Being a Cabinet Minister;" and "Working with King, St. Laurent, Pearson and Trudeau."

While McGill did not establish a formal Senate or academic review of the Symons' report, there was interest in the work of the Commission at the University. The Canadian studies program, for example, filed a brief with the Commission and held some informal sessions on To Know Ourselves. The interest in Canadian studies at the University is manifested in the programs described here and in the fact that, for example, of 20 post-graduate fellowships awarded annually at the University, three are made in the field of Canadian studies.

McMASTER UNIVERSITY, Hamilton, Ontario.

No Senate committee was established to review the findings of the Commission on Canadian Studies. Instead, Senate established an ad hoc committee to consider inaugurating a Canadian studies program at McMaster.

It appears that the ad hoc committee's deliberations were overtaken by other events at the University. The curriculum committees of the Faculties of Humanities and of Social Sciences developed a proposal for the establishment of a Canada studies program, which was launched in September, 1979.

McMaster offers a combined honours involving the Departments of Romance Languages, Political Science, English, Sociology, Geography, Economics, Anthropology, Labour Studies and History. Courses and individual students' programs in Canadian studies are supervised and co-ordinated by an interdisciplinary committee of instruction. Students planning to register for the combined honours must obtain the permission of the chairman of the committee.

Students enter the Canadian studies portion of the combined honours at the end of their first year. To be admitted, they must achieve a weighted average of 70 per cent in 12 units of first-year work. At the end of the second year, students are required to demonstrate a satisfactory reading knowledge of French. In order to help ensure the interdisciplinarity of the

program, there are certain prescribed interdisciplinary Canadian studies courses taught by teachers from various participating departments. Multidisciplinarity is also ensured because the Canadian content courses required for the degree must be exclusive of Canadian content courses in the student's home department. For example, a student in honours Canada studies and history may not use Canadian history offerings to fulfill his/her Canadian content requirements.

Dr. Carl Ballstadt, Chairman of the Committee of Instruction, said that the Canadian studies program is a University response to reports that students lack adeuqate knowledge of Canadian issues, characteristics and problems. To some extent, Ballstadt mirrors the fundamental concern expressed in the first two volumes of the report of the Commission on Canadian Studies. Similarly, the designers of the McMaster program seem concerned to provide a study of the relationships between aspects of Canada's society and culture, with the goal of providing better understanding of Canadians' common interests, diversity, problems and place in the world.

Recommendation 17 in the curriculum chapter of the Symons report encourages each university to engage "... in some teaching and research about the area in which it is located." With a grant of $50,000 from the Ontario Ministry of Labour, McMaster has launched a series of programs for labour leaders to provide them with "...a comprehensive understanding of the structure, goals, policies and responsibilities of the Canadian labour movement." The funds were used to improve labour research, aid education at the graduate and undergraduate levels and increase students' access to university research resources. Despite this, McMaster's responses to recommendation 17 seem rather tentative. The recent resignations of Professors Grant and Clement from that University have no doubt heightened awareness of the importance of this issue to the University community.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND, St. John's, Newfoundland.

Memorial's Senate established a committee to consider the implications for it of the report of the Commission on Canadian Studies. That committee has not formally reported although the chairman of that body did inform the AUCC in early 1978 that recommendation 60 in chapter three (curriculum), related to cross-registrations and the need for better communications between the Faculties of Education, Arts and Science and the curriculum of Newfoundland schools, had become their key concerns.

Memorial has a Centre for Newfoundland Studies which has an extensive collection of materials related to the early settlement of the island. In 1978, the University acquired A Short Discourse on New-found-land, printed in Dublin in 1623, with the assistance of a grant from the Department of the Secretary of State, under the Cultural Property Import and Export Act. The Centre has also acquired three of the four most significant early 17th century documents on Newfoundland.

The Maritime History Group, the Folklore and Language Archives, the Centre for Research in Labrador and the Centre for Cold Ocean Resources Engineering are some of the research institutes at Memorial which contribute to Canadian studies. During the spring of 1980, Memorial hosted a major conference on "Violence in the Canadian Novel." Currently, faculty members at Memorial are developing proposals for an Atlas of Newfoundland project and a definitive History of Newfoundland.

UNIVERSITE DE MONCTON, Moncton, New Brunswick.

The report of the Commission on Canadian Studies was examined at faculty meetings to assess the major disciplinary recommendations of the document. Many of the offerings in the University's calendar appear to have a significant Canadian or Acadian focus. While the University does not offer a Canadian studies program, there is a proposal for the inauguration of an M.A. in Acadian studies under review.

The Centre d'études acadiennes is an illustration of the interest that Moncton has in the development of local studies. Since its establishment, the Centre has developed into a documentation and research operation containing archives, periodical collections, books, reviews, journals, folklore artifacts and a photographic collection. Results of research are published periodically. To date, 15 works on important aspects of Acadian studies have appeared, covering a number of disciplines including history, demography, political science and theatre. The last released was Les Acadiens des Maritimes: études thematiques. Others include: Inventaire général des sources documentaires sur les acadiens; Population totale et population acadienne des provinces maritimes de 1871 a 1971; Inventaire de "L'Evangeline"; and Le glossaire acadien.

In addition to the Centre, there are other aspects to the University's Acadian focus. For example, there are plans to establish a chair of Acadian studies and both Télé-Acadia and Musée Acadien contribute to the development of these studies. Télé-Acadia, under the direction of Antonio D'Amour, has been operating out of the Centre universitaire de Shippigan since 1978. The principal studio is situated at Bathurst, and from there Télé-Acadia broadcasts news bulletins and documentaries on life in Acadia. There are Télé-Education broadcasts as well, and programs are designed to interest and serve Acadians from the Maritime provinces, Ontario and Quebec.

The Musée Acadien, under the direction of museologist Deborah Robichaud, houses a collection of approximately 10,000 objects related to the history and material culture of the Acadians. It is open to all researchers.

In the humanities, fine arts and social sciences, there are a number of courses which have a Canadian orientation. The Faculty of Sciences and Administration is proposing a new program of fisheries management in the Atlantic region. The Departments of Economics and Administration provide expert assistance to small local businesses as part of their efforts to relate to the local community. Research at the University is oriented towards some of the major activities of the area -- forestry, fisheries and mining.

Respondents from this University note the difficulty that smaller institutions have in obtaining research funding for their work and the difficulty that they have competing for funds with major universities in Central Canada. They also note the need, in their view, for the development of Canadian research on regional questions and on ethnic groups.

UNIVERSITE DE MONTREAL, Montreal, Quebec.

Respondents from the Université de Montréal and some published University reports indicate that To Know Ourselves did not elicit a formal response from this institution. This does not mean that studies of Canada are ignored at this university; in fact, the opposite is the case. Like universities in the west or in Atlantic Canada, Quebec institutions have made significant commitments to research, publication and teaching about either their province or their region.

One of the most important developments in Canadian studies at the Université de Montréal has been the recent development of a Quebec studies program, le mineur en études québécoises, which began in the fall of 1980. At the heart of this program are two multidisciplinary offerings: Introduction au Québec and Synthèse sur le Québec. These required courses, weighted at a total of nine credits, provide the framework for the remaining elements of the program.

For the minor, students must complete the two required courses and 18 credits from a prescribed list. Three open option credits must be selected as well. The prescribed list is divided into three sections and students must complete at least six credits from each. The first list includes courses in anthropology, demography, geology, geography, history and religion. The second covers topics in economics, political science, industrial relations and sociology. The final one includes English and French literatures, art history, linguistics, music and urban studies.

Of special interest to Canadianists are the following courses: Aire culturelle: Ethnologue du Canada français; Aire culturelle: Indiens et Inuit; Population canadienne; Histoire du Canada et du Québec; Les deux nationalismes; Le Canada, les Canadiens; Institutions économiques canadiennes; Histoire économique du Canada; Structure économique canadienne; Systèmes politiques: Québec, Canada; Institutions politiques canadiennes, québécoises; Partis politiques; Relations intergouvernementales; Relations extérieures du Canada, du Québec; Relations ethniques; Sociologues des productions culturelles; Sociologue du language: anglophone du Québec et ancienne au Canada; Architecture et sculpture anciennes au Canada; Français canadien; and Histoire de la musique au Canada. All of these courses, drawing on the resources of the participating departments in the Faculty of Arts and Sciences, reveal a high level of Canadian content. Although most of them focus on the Quebec situation, it is interesting to note that many include the study of the over-all Canadian context. It has been suggested however, that the availability of source material in the French language limits the offerings. It ought to be noted as well that the history department has recently hired a specialist in English Canadian History to add another dimension to the program for the fall, 1980 semester.

The Director of the Program is Marcel Rioux, from the Department of Sociology. He explains the philosophy of the minor in these terms:

> It is important that regular students in our specialist departments, foreign students and adults continuing their education have an overall view of Quebec; it will be possible for them to combine individual points of view and to place contemporary phenomena in a historical perspective. All societies, however much they may change, have a continuity and coherence that constantly require elucidation and clarification.

Working with Professor Rioux is an eight-member committee, drawn from the participating departments, which co-ordinates the academic policies of the program. There are 50 students enrolled in the program for the fall of 1980.

In addition to the Quebec studies program, the University offers both master's and doctoral degrees in Canadian literature. The Centre de recherches écologiques de Montréal, the Centre de recherche sur le transports, the Group de recherche en traduction automatique, the Group interuniversitaire de recherches océanographiques du Québec and the Observatoire astronomique du Québec, are some other components of this university's program which have a Canadian content orientation.

At the Ecole des hautes études commerciales, the Centre de gestion des coopératives aims at organizing, directing or co-ordinating research and seminars on the management of co-operatives. Its objectives, as well as the membership of its steering committee, ensures that it remains close to the Quebec context.

The Centre de recherche en histoire economique du Canada français was established jointly with Concordia University. In addition, researchers from several departments at Laval, Université de Québec à Montréal, Sherbrooke and Carleton have participated in its work. It pursues research into economic history and has published reports on the social and economic history of Quebec and the Eastern Townships, on external trade, on transportation and on the lumber trade.

MOUNT ALLISON UNIVERSITY, Sackville, New Brunswick.

In October, 1979, the Canadian studies program at Mount Allison celebrated its 10th anniversary. The University held a special convocation to mark the event and officially open the University's Centre for Canadian Studies.

With the establishment of the Edgar and Dorothy Davidson Chair of Canadian Studies in 1969, Mount Allison became the first university in Canada to develop a program of Canadian studies at the undergraduate level.

The program has continued to grow. The Winthrop Pickard Bell Chair of Maritime Studies was endowed in 1977 with funds from the Marjorie Young Bell Endowment Fund. The Bell Chair of Maritime Studies was set up to enable distinguished scholars in various fields of study relating to the Maritime province to take up residence at the University for varying periods of time. Holders of the chair carry out research and, through lectures and seminars, help to initiate and encourage teaching and further work in Maritime studies. The first holder of the chair is Dr. Henry Halpert, formerly head of the Department of Folklore at Memorial University of Newfoundland.

In the same year, 1977, Captain and Mrs. R.V. Bennett donated a house to the University which has become the Centre for Canadian Studies.

At the 1979 special Canadian Studies Convocation, the Bell Chair and the new home for the Centre, the Bennett House, were officially inaugurated. These events were preceded by the granting of honorary degrees to Dorothy Davidson, Antonine Maillet, H.E. Bailey and Dr. Symons; a convocation address by the Rt. Honourable, the Governor General; and a symposium on Canadian studies given by the recipients of honorary degrees.

The Canadian studies program and the Centre for Canadian Studies are administered by a Director, Professor Douglas Lochhead, who is also Davidson Professor of Canadian studies. He is aided by a committee representing the participating departments, namely; Economics, English, Fine Arts, French, Geography, History and Policical Science.

The B.A. degre in Interdisciplinary Studies for an "Area of Concentration in Canadian Studies" has a core of required courses, 11 in all, drawn from English, French, history, economics, geography and political science. Students must complete, as well, Canadian Studies 3000, an interdisciplinary course on Canadian culture. Four additional courses must be selected form a list of some 22 Canadian content offerings.

The honours degree in Canadian studies has some additional requirements: Canadian Studies 4990 (Honours Thesis), an English subject and a French course. An honours average must be maintained in 10 courses, eight from the 3000-4000 level and the highest two of the required courses at the 1000-2000 level.

The increasing tendency in the program is to stress interdisciplinarity. A new offering, Canadian Studies 4600: Major Canadian Issues is currently being developed for inclusion in the 1981-82 calendar. It will be a required seminar for all fourth-year honours students.

Mount Allison does offer graduate degrees, the M.A. and the M.Sc., from time to time. While no graduate degrees have been given in Canadian studies at the University, there is growing interest in the possibility of developing a graduate program at the Centre. There are unique resources, in areas like Maritime folklore and history, which would support this kind of work.

Mount Allison's Senate did set up a small committee to explore the implications, for the University, of the report of the Commission on Canadian Studies. That committee, established in 1976, continues to function. A

report will be tabled at some point in the future. The feeling at the University is that Mount Allison has operated, both before and after the release of To Know Ourselves, with a strong Canadian studies focus. Nevertheless, the program brochure invokes To Know Ourselves as articulating the main thrust of this work.

In addition to its Canadian studies program, Mount Allison has an undergraduate program in North American studies and an undergraduate specialization in North American history. There are three notable special collections at the University: the Davidson Collection of Canadiana; the Mary Mellish Archibald Collection of Folklore, Ballads, Music Drama and Modern Poetry; and the Winthrop Bell Collection of Acadiana.

MOUNT ST. VINCENT UNIVERSITY, Halifax, Nova Scotia.

A Committee on the Commission on Canadian Studies was established at the University in October, 1976. Because of the death of the chairman of this group, a report has not yet been prepared.

Mount St. Vincent has a major and minor program in Canadian studies coordinated by Sister Patricia Mullins.

Students who wish to obtain an interdisciplinary B.A. with a major in Canadian studies must complete Canadian Studies 100: Shaping Visions of Canada (two semesters); Canadian Studies 305: Contemporary Canadian Issues (two semesters); and either Canadian Studies 400: Canadian Studies Seminar (a two-semester interdisciplinary flexible curriculum program) or Canadian Studies 402: Independent Study (two semesters, which provides in-depth, guided study on a particular issue or problem. Canadian Studies 305 and 400 will not be offered during the 1980-81 academic year. Honours students must complete three additional courses from an approved list of 33 Canadian content subjects in anthropology, economics, ecology, English, French, history, political science and sociology. While a reading knowledge of French is not required, students are encouraged to take French as part of their major.

The minor consists of Canadian Studies 100 and 305 -- or approved substitutes -- and one other course from the approved list.

The University also offers an undergraduate degree program in Canadian literature.

UNIVERSITY OF NEW BRUNSWICK, Fredericton, New Brunswick.

The University reports that a Senate Committee on the Symons report was established, but that it never submitted a formal report. It appears from one respondent that the Commission did not have much overt impact at this University. "Canadian studies was already thriving at the University of New Brunswick before the report and it is still thriving. Occasionally, the report is used to justify changes but it is rarely the motive factor behind those changes."

Although there is no formal program of Canadian studies at this University, it reports that there is a heavy Canadian orientation. All of the departments, especially in the Arts faculty, "... offer courses focusing on regional or local issues." In the history department, for example, "... we offer courses at both the undergraduate and graduate levels on the history of the Atlantic provinces. Two of the faculty do all their research in regional studies and three or four more do part of their research in this area. Almost all of the M.A. and Ph.D. theses here are done on local or regional topics."

In addition to the Faculty of Arts, some of the departments in other faculties (especially Education and Business Administration) were noted as oriented to Canada.

The University reports that it is in the process of establishing a formal undergraduate Atlantic Canada studies program. It already offers a master's in North American studies.

The University libraries are a special resource. The Harriet Irving Library houses papers on Canadian literature and New Brunswick, newspapers on microfilm, the Beaverbrook Collection and rare books. The Ward Chipman Library on the Saint John Campus of the University houses documents relating to the Governors General of Canada.

The University of New Brunswick produces Acadiensis: A Journal of the History of the Atlantic Region. This is seen, appropriately, as a major contribution to Canadian studies.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, Toronto, Ontario.

OISE is a specialized graduate school. Professor Symons' recommendation that a senior academic committee at each institution examine how the report related to it was not deemed suitable in an institute where most of the curriculum relates to educational theory and practice. Nonetheless, the recommendation was considered seriously in some departments, notably history, philosophy and adult education. It appears that some of Symons' findings influenced directions in these areas. For example, the Department of Adult Education has had a Heritage of Adult Education Project operating within it for the past three years as one response to the report.

OISE did have a Canadian Studies Office, but support for it terminated even before the release of the first two volumes of To Know Ourselves. The Canadian Studies Office was never related to the curriculum or teaching of the Institute, although it did play a role in the establishment of the Canadian Studies Foundation and it hosted a major conference on "Canadian Studies in Canadian Universities" in 1971. In 1973, it sponsored a review of Canadian studies in community colleges.

OISE has not responded precisely to any of the recommendations in the Symons study. It has, however, done some things that are clearly within the spirit of the report -- things which have been indirectly influenced by To Know Ourselves. There have been more conferences at OISE on Canadian and Toronto subjects than ever before. These conferences, seminars and research efforts have been associated with education in the local environment and include such areas as women's studies, aging, preschool children, special education of the handicapped, education associated with ethnicity and multiculturalism.

In January, 1978, OISE sponsored a major higher education colloquium on concerns in Canadian higher education. In March, 1979, OISE cosponsored, with the Canada Studies Foundation, the Ontario Teachers' Federation and the Canadian Foundation for Economic Education, a multidisciplinary conference, "Teaching Canada for the Eighties."

Participants in the final plenary session of the conference approved a resolution that encouragement should be given to all educational authorities to promote Canadian studies on a national and cooperative basis. They asked that the resolution be recorded and forwarded to all appropriate educational authorities.

OISE reports that there are a number of pressing needs for it in the area of Canadian studies. "Support for research and development, including regional and national meetings, to make possible scholarly efforts of faculty, students, research assistants, teachers at all levels and others to produce the curricula, histories, novels, plays, audiovisual media that are the curricular foundation for Canadian studies would be most useful. Policies respecting better archival collections and museums are also essential." In the past decade there has been a severe curtailment of moneys that were available for studying the Canadian environment for such general problems as development and learning through the life span, the re-education of migrants, the changes affecting women, demographic changes, education for older people, the relationship of education to stress of a physical and social nature and many more. Projects to locate and express the historical routes in Canada of educational work with women, or educational materials for the Indian people, have sometimes been frustrated by diminishing resources and the official recognition that such work requires.

The OISE response to requests for information for this study closes with an important point that funding agents must always be mindful of:

> Support for a vibrant, human, indigenous -- not just a foreign or exotic culture -- is an essential, not a frill.

UNIVERSITE D'OTTAWA, Ottawa, Ontario.

The Université d'Ottawa is home to one very important centre of Canadian studies, the Centre de recherche en civilisation canadienne-française. Directed by Pierre Savard, this Centre is a resource of national and international importance.

The emphasis of the Centre is on research related to Quebec and to the Franco-Ontarian community, especially the history, literature and arts of French Canada. Its archives, for example, are composed of approximately 40 per cent materials on the literature and "beaux arts" of Quebec and about 60 per cent on Franco-Ontario. It is open to researchers from the University's Faculty of Arts and from the wider scholarly community. The Centre has an advisory panel within the University composed of 14 members from the nine departments, from mathematics to music, involved in its work.

The Bulletin du Centre de recherche en civilisation canadienne-française was founded in 1970 and is published twice yearly. Originally devoted to the work of the Centre, it has gradually widened its scope to include information on multidisciplinary work done within the University and elsewhere on the general topic of French-Canadian culture and civilization. Its current purpose is to provide a vehicle for the exchange of information between researchers into all aspects of French Canada.

The University reports that there is significant Canadian content work done in its major departments, especially in history, French literature and English literature. The literature departments host a variety of activities related to Canadian literature including colloquia and special publications.

There are other aspects of this University's activity which relate to Canadian studies in general and to the Symons study in particular. For example, in December, 1977, the common law section of the Faculty of Law convened a conference on energy, Native rights and northern development, issues which were cited as requiring attention in To Know Ourselves.

In addition, as noted in chapter four of this report, the Université d'Ottawa has made a major effort to address the philosophy section of the report of the Commission on Canadian Studies by holding a major conference on "National Philosophy" and by establishing its centre for the Study of Canadian Philosophy. In addition, the University has made substantial contributions to the field of ethnic studies in Canada.

In conclusion, while this university has not responded formally to the report of the Commission on Canadian Studies, the work of its Centre for Research into French Canadian Civilization has been noted by the Commission as one of the important developments in the field of Canadian studies and is certainly in accord with the spirit of the Symons document.

UNIVERSITY OF PRINCE EDWARD ISLAND, Charlottetown, Prince Edward Island.

The University of Prince Edward Island has been considering the establishment of a Canadian studies program since the summer of 1975. At that time a proposal was prepared by the Faculty of Arts Committee on Interdisciplinary Studies for Dr. K. Ozmon, Dean of Arts. That proposal was never implemented. In 1978, a different proposal was considered and approved by the University's Senate after receiving prior approval by the Faculty Council. Implementation of that proposal has been held up due to changes in key administrative personnel at the University.

However, this fall (1980) a program is being established. Funding for it has not yet been approved by the Maritime Provinces Higher Education Commission, but that support is hoped for by the 1981-82 academic year. The University is going ahead with its plans using funds from current budgets.

The new program is a major in Canadian studies. Students will take a common first year; successful completion of it will be a prerequisite for entry into the program. The second year will emphasize Atlantic Canadian studies and will require the completion of one core course on Atlantic Canada. The third year will be devoted to Canadian studies in a national sense and a core course will be required as well. The final year will explore Canada's place in the world. One core course is being devised for this portion of the program and, in addition, there will be a required Canadian studies research tutorial. In all, the major will require the completion or 20 courses.

Initially, administration of the program will be by a part-time co-ordinator. Professor Andrew Robb is the first to hold this post. A Canadian Studies Committee is being established with representatives from the participating departments: economics, education, English, history, modern languages, political science, sociology and anthropology. Biology may be included in the fall of 1980.

The program will have a French-language requirement, defined as "reasonable competence in reading and writing." Students who fail to demonstrate the required competence will be asked to complete two French courses as prerequisites to graduation.

Students in the B.A. Canadian studies will be required to maintain a 65 per cent average overall.

In addition to its new Canadian studies program, the University of Prince Edward Island offers a French immersion credit program designed for any student seriously interested in becoming bilingual. Students take 15 semester hours of French in the first semester, which runs from September to December, and then pick up regular courses in January.

The University of Prince Edward Island did not have a committee on the Symons report.

UNIVERSITE DU QUEBEC, Chicoutimi, Montreal, Quebec City, Rimouski, Trois-Rivières.

The Université du Québec is made up of four constituting university bodies at Montreal, Chicoutimi, Rimouski and Trois-Rivières, three écoles supérieures, two research institutes and the Télé-Université, all of which act as both general and specialized centres for learning and research. Physically spread across the province, the University was established to cater to the needs of each milieu and local community.

The Université du Québec did not officially respond to the Symons report, although many of the courses the University offers and the research done by its members are of direct relevance to Canadian or Quebec studies. The Université du Québec à Trois-Rivières, for example, offers a master's program in Quebec studies. Aiming essentially at the interdisciplinary training of researchers in Quebec studies, this program focuses more heavily on the study of the province between 1850 and 1950. It emphasizes research on cultural development and requires completion of a core of six compulsory courses in history, literature and philosophy. The student must also select two research seminars from a pool of six offerings in philosophy, literature and sociology. A thesis completes the program.

Other multidisciplinary programs are offered on other campuses. The Centre de recherche du Moyen Nord, for instance, aims at stimulating and supporting scientific, technological and socio-economic research on Quebec's middle north. Its documentation service is devoted to the dissemination and exchange of unpublished information on the subject.

The Université du Québec à Rimouski supports a Centre for Interdisciplinary Research on the Development of Eastern Quebec. It is designed not only to stimulate research on that region, but also to disseminate research results and information on regional developments at the local, national and international levels. On a longer term basis, it aims at developing a developmental theory for peripheral regions such as Eastern Quebec.

The Institut national de la recherche scientifique (INRS) groups together six research centres on such diverse fields as water, education, energy, health, telecommunications and urbanization. Each research centre develops its interdisciplinary approach toward the study of specific fields and the sum total provides a dynamic perspective for the economic development of Quebec. The INRS-Energy, for instance, was founded in 1970 to focus on the study of thermo-nuclear and solar energy conversion, generation, transportation, control and storage. Since its is located in Varennes, in close proximity to the Institut de recherche de l'Hydro-Québec, it can also maintain links with research on electricity.

Equally interesting are a number of unique offerings tailored to the special needs of a region. The "Certificate en linguistique ou Inuit" offered by the Université du Québec à Chicoutimi through its Collège Manitou, is an example. The "Maîtrise en pâtes et papiers," within the science program of the Université du Québec à Trois-Rivières, is another one. It introduces students, at an advanced level, to the specific problems and techniques of an industry well established in the region. This research centre also develops research programs on pulp and paper use, manufacture, ecology and economy.

The University houses the magazine Québec-Science, which has for the last 10 years worked at popularizing the impact of scientific knowledge with an emphasis on Quebec environmental health and energy problems. Its success is in pointed contract to the demise of Science Forum.

All of these examples indicate that Canadian studies, broadly defined, are addressed at the Université du Québec. There are many others which could be mentioned and explained here; for example, the Chicoutimi program on ethnic techno-linguistics or the Trois-Rivières undergraduate program in Quebec literature. Contact between these programs in Quebec and similar efforts in other parts of Canada could help to bridge the gap between the anglophone and francophone scholarly communities and further the development of Canadian studies.

QUEEN'S UNIVERSITY, Kingston, Ontario.

In 1971 Queen's University established a Working Group on Canadian Studies in its Faculty of Arts and Sciences to review and make recommendations on the state of Canadian studies at the University. This group has handled a number of questions related to the field generally, and to the development of a Canadian studies program at Queen's in particular.

The Queen's experience is worth examining because the University has deeply entrenched disciplinary traditions. Area studies, like Canadian studies, represent an alternate approach to teaching and research which raise philosophical and logistical problems for the University. Dr. James B. Cannon of the University's Department of Geography has prepared a paper entitled Canadian Studies at Queen's: Form, Structure and Contribution, which explains the development of the Queen's program and the problems that were encountered.

Dr. Cannon discusses the development of Canadian studies at Queen's around a series of somewhat related events. The initial stimulus came from a general review of the degree structure at Queen's. In 1971 Senate approved the Report on the Structure of Degree Programs, Regulations and Academic Standards for Degrees. Of special significance was the encouragement given to interdisciplinary studies through approval for a "special field" degree organized around a particular period (Renaissance studies), culture (French studies) or problem (urban studies). "Although regulations were permissive of more variety in the approach to degree programs, a strong preference for a disciplinary approach was retained."

The second significant event in the development of Canadian studies at Queen's was the November 1971 conference on "Canadian Studies in the Canadian Universities" held under the sponsorship of the Canadian Studies Project at OISE. "This conference drew to the attention of Queen's participants the extent to which our universities were pursuing Canadian studies in an institutionalized manner."

This led to the establishment of the Working Group on Canadian Studies, which was directed to examine: means of improving information for students and the public about Canadian studies available within existing programs at Queen's University; the possible establishment of a program within the framework of

the new curriculum arrangments for special field programs; possible ways of improving opportunities for collaboration among individuals in different departments engaged in research in Canadian studies; and ways in which physical facilities might be adapted to facilitate collaboration amongst those interested in Canadian studies.

The fourth factor was the appointment of the Symons Commission in September, 1972. This produced a delay in the working group's discussion of the establishment of a special field program because the group was asked to prepare the Queen's submission to the Symons Commission. The working group was enlarged to encompass representatives from outside the Faculty of Arts and Sciences for this purpose. "The preparation of the response to the Symons Commission proved useful to the Working Group when it turned its attention to consideration of the need for a formal Canadian studies program. As well as providing an information base, it assured that the first round of discussion on Canadian studies was conducted in a context somewhat removed from the actual question of establishing a formal program at Queen's. When this issue was subsequently raised, the conditions permitting a reasoned debate grounded in fact and considered opinion were present."

The Canadian studies program at Queen's is disciplinary in orientation. That fact reflects the traditions of the University and distinguishes it from most other formal programs in Canadian studies. Students may complete a program which emphasizes or includes work on Canadian topics in one of two ways: by completing a concentration in economics, English, French, history, geography, political science or sociology, including a program of courses which have a Canadian content or focus; or by completing a special field concentration in Canadian studies which consists of 14 courss at minimum (excluding some prerequisites) organized into a primary concentration, a secondary concentration and a language requirement.

The primary consists of eight full courses within one of the following departments: economics, English, French, history, politics or sociology. The secondary concentration must conform to one of the following patterns: four courses in one discipline and two in a second; three courses in each of two disciplines; three courses in one discipline, two in a second and one in a third. At least four of the courses in the secondary concentration have to be at the second year level or above. The secondary concentration does not include courses taken in the department of the first concentration. The Frnch language requirement is tied to basic writing and aural skills and students are barred from the fourth year until the qualification is met.

The Canadian studies program is operated a committee of academic counsellors, one from each of the participating departments. The current committee members are Professor K.F. Stegemann (Economics), Professors J.G. Moss (English), Professor A.M. Hayward (French), Professor J.B. Cannon (Geography), Professor J.S. Pritchard (History), Professor G.C. Perlin (Political Science), and Professor P.M. Pike (Sociology).

In addition to the brief to the Commission and the response penned by the Working Group, the Queen's University libraries responded by endorsing some of the recommendations in the report. For example, they noted general

"... support (for) recommendations of the Commission that request governments to give freer access to government documents and to ensure adeuqate publication and distribution of the materials that governments produce ... We firmly support as well, the proposal of the Commission that regional and provincial archive resources be dispersed among regional as well as provincial depositories." And the Queen's archivist, writing to Professor Symons, noted "... how useful I have found the report as a working document for our purposes."

Another response to the document was that Principal Watts referred the Symons report to each department of the University for review. The various faculties were to report back to the vice-chancellor by the autumn of 1977.

Further, the Queen's University Council invited Dr. Symons to meet with the counsellors at the 1976 Annual General Meeting of the group. Workshops were established at that session to explore the implications of the report for the University and they reported back in plenary session. The Council noted that Queen's was generally pleased with the Canadian content that the University provided and stated that it "was possible to have too much Canadian studies." Strong arguments were made for an appropriate curriculum and research balance. The Council (was) also concerned about the lack of Canadian texts and other study materials to support Canadian studies work.

As was the case at many other universities, individuals were moved to respond as well. Professor J.W. Berry, for example, made reference to the thrust of the Symons report in an article published in the Canadian Psychological Review entitled "Social Psychology: Comparative Societal and Universal" and he also drew from the report in a paper presented to the Canadian Psychological Association in Ottawa in 1978. That paper had the tentative title "Teaching Social Psychology In and Of Canada." As well, Queen's Quarterly (Volume 83, Number 4, Winter, 1976) published a thorough review of To Know Ourselves. This was a generally positive review which pointed out that, in the opinion of the writer, Rosemary Sullivan, the major flaw of the report was that it "failed to name names." The document was seen as a sweeping indictment of the university system and an opportunity to rebuild what Canadian academics had helped to destroy.

In addition to its Canadian studies program, Queen's offers undergraduate and graduate degrees (both master's and doctoral) in French Canadian studies, emphasizing both language and literature. The University is also the home of a number of research-oriented institutes and groups which contribute to Canada's fund of self knowledge, including the Northern Studies Group, the Canadian Institute of Guided Ground Transport, the Centre for Resource Studies, the Institute of Intergovernmental Relations and the Institute of Local Government.

Finally, it should be noted that Professor Symons has acknowledged the special contributions made to the work of the Commission by the late Principal of Queen's, Dr. John Deutsch. Dr. Deutsch had advised the Commission on its general approach and had read and commented on drafts of the report.

UNIVERSITY OF REGINA, Regina, Saskatchewan.

The University's Committee of Deans considered the implications of the Symons report for the University in 1977. As a result, they asked each faculty to review its curriculum and to make whatever revisions were considered necessary. No reports of the impact of these reviews have been made.

Regina does operate a Canadian Plains area studies program which offers courses leading to the B.A. and the M.A. degrees. It provides opportunity for structured study across a number of academic disciplines. Provision is made for programs to be individually designed around the student's main interests at all levels of study -- from entrance year through to the master's level.

The B.A. program can be arranged either as a group major, into which Plains studies fall, or as a double major, which is the recommended plan. In either case, students must build a coherent program from lists of designated subjects drawn from anthropology, biology, economics, geography, geology, history, political science, sociology and Ukrainian studies. In addition, there are four core courses required: Canadian Plains Studies 200: The Natural History of the Canadian Plains; History 234-235: History of the Prairie West; and Canadian Plains Studies 300: Canadian Plains Seminar.

The honours program requires a minimum of 32 credit hours beyond the 96 needed for the B.A. A broad range of electives are offered and the following are required: Canadian Plains Studies 401: Seminar; Canadian Plains Studies 490-495: Directed Reading (related to student's specific interests); Canadian Plains Studies 496-497: Selected Topics (supervised research projects); and Canadian Plains Studies 498 and 499: Honours Papers.

The master's program, normally of two years duration, involves research tailored to the students' interests drawing from appropriate disciplines. Since students come from a variety of disciplinary backgrounds and engage in quite different research, there is not a rigidly defined program of study. A required course is Canadian Plains Studies 801 an interdisciplinary seminar focusing on a selected theme on the society of the Plains region. There are three variable credit courses: CPS890-895: Directed Readings; 896-899; Selected Topics; and 901: Research.

Faculty members from the following departments in the University's Faculty of Arts and Science participate in the program: Anthopology, Biology, Economics, English, Geography, History, French, Political Science, Psychology, Sociology and Social Studies. Professors with special interests and competence in Plains studies from the faculties of Education, Engineering and Social Work, as well as from the Human Justice Program offer assistance in relevant classroom work and research projects.

The Canadian Plains Research Centre was established in 1973 to coordinate and expand research into the region and its problems. It is an interdisciplinary resource centre on any topic related to the Great Plains. An extensive computerized information system is available to aid researchers from all fields. The Centre's publications service has produced several scholarly

books and conference proceedings. Conferences, seminars and workshops on research-related topics have been held. The Centre donated free meeting space to the Association for Canadian Studies when it held its first Developmental Workshop on University Programs in March, 1979.

In addition to its Plains program, Regina offers an interdisciplinary major and honours in French Canadian studies on the main campus and in the federated colleges, Campion and Luther. In addition, the University and Campion offer an undergraduate program of Native studies. The University also offers a bilingual three-year program leading to the B.A., a bilingual four-year program leading to the B.Ed., undergraduate and master's degree programs in Canadian literature and an undergraduate program in French Canadian literature.

The Energy Research Institute and the Regina Water Research Institute are two other parts of the University which have a heavy Canadian research orientation.

RYERSON POLYTECHNICAL INSTITUTE, Toronto, Ontario.

In 1977, the Symons report was circulated by the president's office to all deans at Ryerson. They were asked to discuss the implications of the study with their respective departments and to report back on the work being done in those areas having a bearing on the recommendations in To Know Ourselves. This was done.

Beyond that there were plans for an Institute-wide committee and in 1976 the president reported that "...I am very hopeful that Canadian studies will be a major feature of our curriculum development in the next year or two."

Further interest was shown in 1977 when the Professional Development Committee of the Faculty Association invited Dr. Symons to participate in a special seminar.

Lamentably, no report on the current state of Canadian studies at Ryerson has been made available.

ST. FRANCIS XAVIER UNIVERSITY, Antigonish, Nova Scotia.

A formal committee was established to examine the implications for the University of the report of the Commission on Canadian Studies. The Committee reported in April, 1977. No assessment of the implementation of these recommendations is available. In addition, the Students' Association arranged a symposium of the report and representatives from the Commission were invited to participate.

The Committee recommended that the enrolment patterns of arts students be examined to determine whether or not there were two quite distinct types of students in the faculty, those who took two or more Canadian content subjects and those who took none. Comparative faculty/student ratios in selected Canadian content subjects were set to determine equality of workloads. Recommendations were made to assure the availability each year of the main Canadian content courses in each department. Lists of Canadian content courses were to be made available to students at registration. The Committee also recommended that a special effort be made to encourage Canadian-oriented research at the University and that a small program on the historical development of Eastern Nova Scotia be established.

Other recommendations suggested that a Canadian geographer be added to the faculty; that the University seek to establish a major Canadian lecture series; and that a study room in which Canadian pictures, books, maps and artifacts would be housed and displayed, be provided. A review of the number of science students taking Canadian content courses over the 1974-77 period was also recommended.

ST. MARY'S UNIVERSITY, Halifax, Nova Scotia.

St. Mary's is the only University in Canada offering a degree program in Atlantic Canada studies. The undergraduate program, established in 1975, provides an interdisciplinary major leading to the B.A. degree. There are plans for the eventual expansion of the program to include a graduate degree, a research institute, a publications board and a resource centre for public use. The current program is offered through the Department of Extension at its off-campus centres throughout Nova Scotia.

To complete the major in Atlantic Canada studies, a student must meet the usual University requirements for the bachelor of arts degree and he/she must obtain at least six full course credits from a prescribed list including courses in anthropology, economics, English, French, geography, geology, history, political science and sociology, as well as in Atlantic Canada studies. The latter offerings are The Culture of Atlantic Canada, Selected Topics in Atlantic Canada Studies and the Atlantic Canada Senior Seminar.

The Seminar is the single required course in the major. Normally, it is open to fourth year students only. This interdisciplinary subject uses guest lecturers extensively and deals with such diverse topics as fisheries, agriculture, industry and labour, business enterprise, the regional protest tradition and cultural ethnicity.

The program Director is Dr. Dan MacInnes, an associate professor in the Department of Sociology. The Committee on Atlantic Canada Studies which he chairs is composed of 17 faculty doing research in the region. The group is interdisciplinary and is working on four major areas of interest at present: aspects of culture, including religion, ethnicity, literature and folklore; aspects of business, including resource development, economics and labour; aspects of government, including governmental policy and regional disparity;

and finally, education, including the teaching of Atlantic Canada topics in the school curriculum.

St. Mary's did not respond formally to the recommendations made in the report of the Commission on Canadian Studies. A discussion at Senate resulted in the appointment of a person charged with establishing a committee for this purpose. But a committee was never struck and a report has not been made.

ST. THOMAS UNIVERSITY, Fredericton, New Brunswick.

St. Thomas did not establish a formal committee on the Symons report. Each department, however, was asked to examine its Canadian content offerings in light of the Commission's findings.

St. Thomas shares the Harriet Irving Library with the University of New Brunswick. It houses important collections, including the Beaverbrook Papers; New Brunswick newspapers on microfilm; important collections on Canadian literature; periodicals; and rare books.

The University has established an ad hoc committee on second language requirements. One of its concerns is the feasibility of establishing functional bilingualism as a goal of liberal education in Canada.

UNIVERSITY OF SASKATCHEWAN, Saskatoon, Saskatchewan.

The University of Saskatchewan did not have a specially designated committee to examine the implications for it of the report of the Commission on Canadian Studies. However, a report was prepared by one of the faculty members in the Department of Sociology, Professor Gertrude H. McPherson. Entitled: "Some Comments on the report of the Commission on Canadian Studies: To Know Ourselves," this paper provided a brief but thoughtful assessment of the major foci of the Symons study. She wrote:

> I am impressed by the quality and depth of this piece of work. It covers a great deal of ground with an impressive degree of thoroughness. I am also impressed by the fair-mindedness shown in defining the problems as well as by the ability of the author to handle with intelligence the numerous sticky and controversial issues that surround such an endeavour - whether Canadianization, national fervour, or provincialism.

McPherson was pleased by the emphasis throughout the report on the need for more thorough historical research in all fields, as well as the need for both basic and applied research on international and national problems. "The focus on the importance of transdisciplinary research is excellent; one hopes that it may have some impact. As a sociologist, I was pleased to see a plea for more regional and problem-focused descriptive studies; they are deficient in my area of study."

She found some problems with the report. She asked: "What audience is this document intended to reach?" She thought few would read it in its entirety and lamented the lack of an index. She also noted that putting research and teaching together in the curriculum chapter reduced the emphasis throughout the report on the need for more social science research, both basic and applied, as a grounding for any development of curriculum in Canadian studies.

> In the Symons report, the need for social science research support, encouragement and funding is far less clear than for natural science research, since the latter gets a separate chapter and a concentrated focus. I would like to see someone pull together the material on the requirements for Canadian research in all the social sciences, apart from particular curriculum needs in particular disciplines. Here, too, the emphasis on the need for transdisciplinary research could be further pointed up.

On another point, Dr. McPherson commented that "headcounts" of Canadian citizens in departments oversimplifies the situation. Length of residence in Canada, intentions to remain and commit oneself to Canada, support from administrations and funding agencies for Canadian research, the climate in particular departments -- all of these factors and others may be more important than citizen headcounts, she said.

In her view, one of the factors that encouraged Canadians (at least in sociology) to seek publication of books and articles in the U.S. has to do with prestige and mobility in the field. This seemed to her a matter that will only be changed over time, and with more generous recognition and support for Canadian publication and research by funding agencies and administrations. That this should be the focus, rather than citizenship, seems important, she said.

> I think the emphasis on the fact that being a Canadian gives one special insights into Canada that non-Canadians do not have is important. However, one does not have to be one to know one. There are different kinds of knowledge - that brought by the insider and that brought by the outsider. One should not be overstressed to the point where the other is eliminated. We can learn a lot about Canada from those who come to it with another perspective, another orientation. The two kinds of knowledge are both important and to focus only on what we can learn about ourselves could become highly parochial and involuted.

She concluded by saying that, on balance, she was "...more positive than negative about this report."

The University of Saskatchewan and its federated college, St. Thomas More, have a programme d'études Canadiennes-Française which leads to a four year advanced B.A. It is possible, with a careful choice of options, to complete either a major in French-Canadian studies, or a major in French, history or political science while fulfilling the requirements of this program.

The program is administered by a committee composed of Monique Genuist from the French Department, Jean-Guy Quenneville from the Economics and Political Science Department, D. Miquelon from History and M. Black from the office of the Dean of Arts and Science. Classes are taught by members of the French, History, Political Science and Sociology departments.

The first year requires courses in French grammar, political science and history, and provides two open electives. The second year core consists of French 202: Oral Practice, and French 223: French-Canadian Civilization, as well as Political Science 203: Government of Canada. Students are given a selection of three history courses (they must choose one) and an elective. The third and fourth years follow similar patterns including French Canadian Studies 400: Interdisciplinary Seminar, which explores the development of French Canadian society post-1960, from social science and historical perspectives.

Students participating in the program may attend summer schools offered at Saskatoon and Trois-Rivieres. Scholarships are available for either. At Saskatoon, the University offers a maxi-immersion French program for students wanting to increase their fluency. At Trois-Rivières, senior students are offered courses in French Canadian literature and civilization. These courses are also recommended to those wishing to improve their oral French in a French-speaking milieu.

The University also offers an Indian teacher education program which provides teacher training and emphasizes the problems and the interests of Native communities. There are, as well, legal studies for Native people and northern teacher education programs at the University. The Institute for Northern Studies is a part of the University of Saskatchewan.

The Institute was reported on extensively in the science, technology and Canadian studies chapter of To Know Ourselves. Since the release of the report there have been several contacts between the Institute and the Commission. Professor Symons has been told that the report has proved to be a constant source of encouragement and support for the Institute.

UNIVERSITÉ DE SHERBROOKE, Sherbrooke, Québec.

Sherbrooke did not have a special committee on the Symons report. The University has concentrated, almost from its inception, on Canadian content and on Quebec studies. For that reason a special examination was not considered necessary.

Since the publication of To Know Ourselves, the English and French departments have inaugurated a Ph. D. program in comparative Canadian literature. Sherbrooke has an M.A. in the field which was established in 1962.

Sherbrooke has developed teaching and research interests related to the local area. Cooperative internship programs in local businesses and manufacturing industries have long been a fact in both the Faculty of Administration and the Faculty of Applied Sciences. The French department has several projects concerned with local dialects in French and the research centre for regional management is doing work at all levels of government and incorporating researchers from several other departments.

In addition to these efforts, Sherbrooke offers a number of specialized programs which relate to the study of Canada. These include, for example, the Institut de recherche et d'enseignement pour les coopératives (IRECS) which was founded in 1978. It explores cooperatives in Quebec from theoretical studies to management applications and it involves the Faculty of Administration, the Faculty of Law and the departments of Economics and Psychology.

The Centre de recherche en aménagement régional (CAR) was founded in 1970. Researchers from the Faculty of Administration and Applied Sciences and the departments of Geography, Economics and Social Service are involved in gathering data about the management problems of the area, both urban and rural.

The Programme de recherche sur l'amiante, founded in 1976, involves the faculties of medicine, science and applied sciences. It focuses on studies of the technology of asbestos (new products, utilization of residuals, etc.), its health aspects and, to a lesser extent, its economic aspects.

The research project on peat moss, established in 1968, involves several departments of the Faculty of Science, especially chemical engineering, in the study of industrial applications for peat moss. One of its studies has shown the uses of peat moss in the clean-up of industrial wastes.

The Centre d'entreprises, established in 1978, is based mainly in the Faculty of Administration. It aims at developing relations with small and middle size businesses in order to help them overcome their management problems. Student consultants are sent to study problems in specific firms through a cooperative program of semester-length internships.

SIMON FRASER UNIVERSITY, Burnaby, British Columbia.

Since the release of the Symons report, there have been some significant changes in Canadian studies at Simon Fraser University. Interest in To Know Ourselves was manifest early. SFU Week, for example, carried a full and rather free-wheeling debate about citizenship, curriculum and the Symons report over May 13, May 20, June 3 and June 17, 1976.

About a year later, the Continuing Studies Office of the University sponsored a conference entitled "Quebec and the Future of Canada" under the general heading, To Teach Canada: To Know Ourselves. This one day program, held on May 13, 1977, featured Dr. Wallot from the Université de Montréal and Jean-François Bertrand, a Péquiste member of the Quebec National Assembly.

Apparently the undergraduate and the graduate committees of Senate are studying (or have studied) the Symons report and its implications for curriculum at Simon Fraser University. No reports from those committees are available, however. Nevertheless, it is clear that there have been some significant changes in the University's Canadian studies program since 1975 and that these committees of Senate have been willing to consider key recommendations about Canadian studies.

For example, in September, 1977, the University appointed a full-time Director of Canadian Studies for a three-year term. The director has a half-time teaching load and some additional support. The program also has an associate director, at present an unpaid position, and a full-time secretary.

The director of the Programme, Parzival Copes, notes that in the various approaches made to the University for the development of Canadian studies, the Symons report has been quoted, but "It is difficult to assess to what extent the Symons report contributed to the pressure for development."

Since November 1, 1978, the Canadian studies program at Simon Fraser has sponsored a series of Canadian Studies Seminars for the University, open to all faculty and students. This seems a useful way to draw interest to and to develop an intra-university constituency for Canadian studies. Since that time, up to March 24, 1980, 28 different seminars have been held on a wide number of topics of historical, social science and arts interest.

Currently, Simon Fraser offers a minor in Canadian studies. However, the steering committee of the Canadian studies program has approved and submitted to Senate three proposals for the 1980-81 academic year.

Two of these have received the endorsement of both the University Senate and Board. Before implementation they have to be approved by the Universities' Council of British Columbia. If approval is granted, it is hoped that this will be implemented in September, 1981.

The first is a proposed curriculum package for a major, honours, joint major and joint honours degree (B.A.) in Canadian studies. This includes the reclassification of the Simon Fraser University Canadian studies program: it would become a Centre for Canadian Studies.

The second is a proposal for a French Canadian Studies Certificate Program. This, too, has been approved by the University and awaits approval by the Universities' Council of the Province of British Columbia. Plans are for this to be in effect by September, 1980. It is designed to offer recognition and encouragement to students who take a group of courses which provide a broad understanding of the position of the French Canadian community across the country and of that community's cultural heritage. In order to have

access to a wide array of background materials in the area of French Canadian studies, students will have to have basic competence in French.

The University is also considering a bilingual program for Simon Fraser. This proposal provides an opportunity for students to take university level studies in French in areas additional to French language instruction itself. To qualify, a student would have to complete at least 30 credit hours of courses given entirely in French. No more than six credit hours of this total would be in courses in which the purpose is to develop language skills, with the exception of French linguistics courses or French literature courses. In addition, students would have to complete 30 hours of courses given in English in order to earn the bilingual attestation/mention bilingue. This proposal was accepted by the Senate Committee on Undergraduate Studies, but it failed to pass the full Senate. An expanded proposal will be resubmitted to the Senate at some future date. No explanation of the Senate decision is available at this time.

In addition to these considerations, work is going ahead on a major interdisciplinary research project dealing with British Columbia coastal communities. The Canadian studies program hopes to attract outside funding for this effort.

Simon Fraser University seems to conform to the Symons recommendation that it "should engage in teaching and research about the area in which it is located." There are courses in several disciplines that have a significant amount of British Columbia content and a few that are devoted entirely to British Columbia (e.g. The Economy of British Columbia, Introduction to the Ethnography of B.C., B.C. Government and Politics, and Plants and Animals of British Columbia). There are undergraduate and master's degree programs in Canadian politics.

UNIVERSITY OF TORONTO, Toronto, Ontario.

The situation in Canadian studies at the University of Toronto raises some complex problems and some important points. For these reasons this report is lengthy.

The Task Force on Canadian Studies at the University of Toronto was established in October, 1976, by the Academic Affairs Committee of the University of Toronto Governing Council. It was a direct response to the Symons study and its terms of reference were:

(1) To gather and access data on the state of teaching and research relating to Canada in various fields of study at the University of Toronto;

(2) To determine what, in their judgment, should be the state of teaching and research at the University of Toronto;

(3) To make recommendations as to the most effective means of achieving the desired state;

(4) To report to the Academic Affairs Committee as soon as possible, preferably by March 1, 1977.

The Task Force met 15 times between November, 1976 and May, 1977. Chaired by Professor W.G. Saywell, this nine-person body solicited and received briefs and comments from principals, deans and directors of academic divisions, student councils and organizations, centres and institutes and departmental respresentatives. Two research assistants conducted personal interviews with faculty and students, and compiled data on Canadian studies courses, research grants awarded for Canadian-oriented projects, and graduate theses undertaken on Canadian studies topics. It filed its completed report to the Academic Affairs Committee in June, 1977.

The University of Toronto Task Force produced a significant study of the state of Canadian-oriented teaching and research at the University of Toronto. Running to 53 typeset pages, this bound document provides an excellent overview of the University's reaction to the Symons report, and an overview of the state of Canadian studies at the largest anglophone university in Canada. Its 22 recommendations provide a clear indication of the health of Canadian studies at the University of Toronto in 1977. An analysis of the extent of implementation of these recommendations provides some insights into the current state of Canadian studies at that institution, and the true impact of the Symons report on the University.

In response to a request for information for this paper, the University of Toronto administration surveyed University departments about the implementation of the University of Toronto Task Force's recommendations. There is too much information to be included here in total. What follows is a resumé of most of the various recommendations in the Task Force paper, and a brief assessment of the impact of them. In addition, a sketch of the University College Canadian Studies Program is included as an example of what is being done at the University in a formal Canadian studies sense.

The University of Toronto Task Force accepted "... the basic premise of the report... implicit in its title To Know Ourselves. We endorse the view that 'the need for self knowledge... is the soundest justification for Canadian studies'." Quoting from speeches and briefs to the Task Force by Francis Sparshott and C.B. Macpherson, the Task Force noted "... the responsibilities we have as a university not only to "know ourselves" as we have been and are, but to assist ourselves in that task by 'knowing others,' and to develop our own national identity in an international context." The Task Force also adopted the view that, in terms of Canadian studies, "more is not necessarily better," and that "... the lack of a centre, institute or school of Canadian studies at this University does not mean ...that the University of Toronto neglects the study of Canada."

Task Force Recommendations:

Recommendations 1 and 2:

Recommendation 1 proposed that the University of Toronto impose an admission requirement of Grade 13 French or its equivalent for all applicants to the Faculty of Arts and Sciences in the fall of 1982, and that this requirement be widely publicized in the schools of Ontario between 1977 and 1982. Recommendation 2 proposed extending that to applicants from outside Ontario by requiring that these students successfully complete French 101 or 121 before graduation.

Neither of these recommendations were accepted. An internal report on them noted that 59 per cent of the University of Ontario's faculty members opposed this recommendation as "not philosophically or educationally sound." This review of the French language recommendations noted that the University ought to give preference to students with certain skills, like French as well as Mathematics, Canadian history or English.

Not surprisingly, there was a fairly rancorous debate abut these questions at the University, and the press took note. One governing council member was quoted in the Toronto Star as saying that this decision "... came down on the side of a parochial English-language university." The Globe and Mail editorialists strongly supported the Task Force recommendations noting that "the report emphasizes the absurdity of pumping staff and energy into a Canadian studies program when almost no graduating high school students have enough competence to investigate French material. Better call it anglophone studies... It is astonishing that any Canadian can flash a B.A., declaring himself 'well-educated,' when he is incapable of communicating with one-third of his countrymen."

Recommendation 3:

Similarly, recommendation 3, which proposed that "the present requirements in French in the Canadian studies program be gradually increased to include a minimum of two university-level courses in French in the first two years" was not adopted, although University College reports that regulations have just been passed in its Canadian studies program to include Practical French I and Language Practice I, as well as Aspects of Quebec Society and Aspects of Quebec Culture as compulsory, effective September, 1980. "Nominally, these (Quebec studies) are not French courses and it is therefore a moot point whether the letter of recommendation is being fulfilled ... the spirit is." The recommendation was not implemented elsewhere in the University.

Recommendation 4a and 4b:

These recommend that the Department of English recognize the need for professors at the middle and senior levels who have an interest in English-Canadian literature and who can supervise graduate research in this area; further, that the University administration give high priority to tenure-stream appointments in this area. One appointment was made at Erindale of a middle-level professor of English-Canadian literature. This person comes up for tenure in 1980 and if granted it, will teach in the graduate school.

Recommendation 5:

This noted that the University investigate needs in comparative French-Canadian and English-Canadian literature and " ... make proposals to fill this gap in the University's offerings." Proposals were forthcoming but action on a request to hire a specialist in comparative Canadian literature was deferred by the Graduate Studies department. Funding proposals to support this were turned down by the federal government because " ... it addressed the educational facet of literary study ...education being a provincial responsibility" and by the provincial government because the applicant on behalf of the University "was not qualified," that is not a specialist in comparative Canadian literature. This seems a classic "catch-22" situation and its implications need to be studied by both governmental levels.

It is tragic that the University of Toronto faces this kind of dilemma. There is a clear need for an appointment in this area. "There are not courses in comparative Canadian literature at the undergraduate level taught by an instructor who is both a trained comparatist and a specialist in Canadian literatures in English and French ... There is almost a complete lack of co-ordination in the graduate departments at Toronto in this area... We have graduate students... who would immediately begin to work with the specialist ... we have two Ph.D. students working in comparative Canadian literature."

This deficiency has greater implications. As reported elsewhere in this paper, there is growing interest in Canadian studies abroad. But the University of Toronto, Canada's largest anglophone university, is forced to report that: "... we have had requests from West Germany and Italy for exchange staff to introduce Canadian literatures to their students. Our problem is that we do not have anyone on staff with specialist training in Canadian literatures." Only in Canada, I hear you say?

Recommendation 6:

The Task Force recommended a tenure-stream appointment in the Department of the History of Art by "reallocating its own resources... backed if necessary by supplementary university funds." This recommendation has not been acted on because "This Department as no funds that could be reallocated for the purpose."

The department proposed on February 28, 1980, the institution and financing of a Centre of Excellence in Studies of Canadian Art History at the University of Toronto. This is a pilot project which requests funds for research and a contractually-limited appointment, rather than a tenure-stream one, as recommended by the Task Force.

Recommendation 7:

This proposed a resumption of the Department of Political Economy's former program of a visiting professorship from Quebec, "discontinued because of budgetary constraints," and a study of the feasibility of an endowed chair in French-Canadian studies "which might rotate between the various departments

concerned in both the humanities and social sciences." Neither of these recommendations has been implemented. "As before, budgetary constraints prevent the department from taking an initiative in this area."

In December 1977, just six months after the Task Force made its recommendations, the then Minister of State for Multiculturalism, the Hon. Norman Cafik, announced that $300,000 had been awarded to the University of Toronto to establish a chair in Hungarian studies. The minister noted that "... this is the first grant of its kind to a Canadian university." While not criticizing the government for this move, it seems appropriate to consider similar funding for a chair of French-Canadian studies at a major English-language university in Canada and a similar chair of English-Canadian studies in Quebec. If the government of Canada can provide $300,000 for Hungarian studies, what might it not do for Canadian studies? And if the University of Toronto is serious about a chair of French-Canadian studies, one must wonder why it pursued "... the first grant of its kind" for Hungarian studies.

Recommendation 8:

The Task Force recommended that the Department of Sociology, with support from the university, "make either additional or replacement tenure-stream appointments at both senior and junior levels in the area of Canadian studies."

The response from the department to enquiries about this recommendation noted that the department is maintaining its "tradition of concern with Canadian society." Six of the seven books produced by departmental faculty in 1979 specifically addressed Canadian issues.

Nevertheless, the department noted that its number of Canadianists has fallen by three since the recommendation was penned by the Task Force. Four senior members left through retirement, death or reassignment and two junior members were lost. Three hirings have taken place, two of whom are junior appointments. These "... cannot replace the contributions of six, four of whom are senior and very distinguished... At the present time, we contemplate not being able to offer our graduate core-area seminar in Canadian society next year, due simply to shortage of staff."

Recommendation 9:

This proposes a university Director of Canadian Studies and coordination between various Canadian studies areas of the university. Neither of these has been implemented.

The St. George Campus, the main operation of the university, has a director and a coordinator of Canadian studies, "... the former seems not to have the powers set out in Recommendation 9." New College and Victoria University do not have program directors or coordinators. University College does have a Canadian studies program coordinator, "... but he has neither the budget, the secretarial help, nor the released time to operate on the scale imagined in the recommendation. And, of course, his appointment... is with University College, not with the university as a whole."

There is no co-ordinating committee for all college programs. In fact, one respondent noted that "there has been no liaison at all." At best it seems that some brochures and notices of workshops and the like are shared but not in a formal way.

Recommendation 10:

This recommendation pointed to the need for efforts at liaison with the public to promote a greater link between work in Canadian studies and the multi-ethnic community. Nothing has been done on this recommendation. "The appeal to the 'multi-ethnic community' has been regarded ... as a low priority item."

Recommendation 11:

The campus at Erindale College "provides a unique and irreplaceable natural system for teaching and research." The Task Force recommended that "... it would be a calamity if this unique facility were to be weakened or destroyed" and that "... the University of Toronto do everything that is humanly possible to ensure that this does not happen."

Erindale reports that, to date, the university has not provided any special assistance to preserve these facilities. "The College has done the best it can with diminishing resources to maintain the campus's natural endowment, but it is a difficult task." "We certainly do need funds to preserve this unique feature of Canadian studies."

Recommendation 12 and 12b:

This concerned the development of a greater commitment to Canadian studies within the Institute for the History and Philosophy of Science and Technology. The Task Force recommended that the institute give priority to making appointments in ares related to Canada and that the university support such appointments with required funds. In recommendation 12b the institute is encouraged to explore ways to co-operate further with the Royal Ontario Museum.

An appointment relating to the history of Canadian science and technology has not been made in the institute. There are two graduate courses, one on the history of Canadian science and the other on the history of Canadian technology. In addition, a research project on Ontario's scientific community (1914-1939) has been started.

Regarding 12b, the joint University of Toronto-ROM program in museum studies is now physically and administratively located within the institute. With the help of students in that program, an inventory of historic scientific and technical apparatus within the university is being compiled and a preliminary report has been made to the University president. The Old Observatory on

Hart House Circle is proposed as a museum to display these artifacts. The institute also hopes to develop, with the co-operation of other departments, a set of courses around the general theme of Canada's material culture, "... a subject area now neglected in the university."

Recommendation 13:

Departments of History and Political Economy are urged to reallocate their own resources to make both senior and junior appointments in Canadian foreign policy and Canadian-American relations. Specifically, the Task Force recommendation that the Associates of the University of Toronto, Inc., consider appointing to the Claude T. Bissell Chair on Canadian-American Relations, for a term of years, a senior historian, economist, or political scientist who can teach in this area and attract and direct the research of graduate students in this field.

The political economy department reports that a junior appointment has been made in the area of Canadian policy. The history department states that "... the Commission (on Canadian Studies) seems to have assumed, incorrectly, that nothing was being done in this field in the Department of History." The need for appointments is rejected out of hand, with references to the work of Professors Craig Brown, P.C.T. White and Robert Bothwell directly and the fact that Professors Michael Bliss and William Eccles "... both full professors, give courses touching upon aspects of Canada-American relations." There are two full-year courses and four year-long seminars and a joint seminar with the Department of Political Economy.

The 1980-81 incumbent for the Claude Bissell Chair was named in April 1980 — Professor John W. Holmes. He will teach a graduate course in Canadian foreign policy emphasizing Canadian-American relations. Political economy noted that it would be "...desirable that the chair be assigned to a senior scholar in a relevant discipline for a term of years..., but this would require a policy decision by the Bissell Advisory Committee." History notes that it "... has never had any formal role in the selection process" and recommends that policy regarding the selection process change so that responsibility for appointment "... rotate among several departments" and that they be left with the job of finding the candidate.

Recommendation 14:

Related to the Canadian Theatre History Research Program, this recommends that if efforts to find external funding fail, the Connaught fund continue to support this venture. External funding attempts failed and the Connaught Fund continued to support this program through to the 1978-79 academic year. The work of the program has taken a new form in the creation of a journal, Theatre History in Canada, launched with a $7,500 grant from the University of Toronto's School of Graduate Studies and with a 1979-80 grant from Queen's totalling $4,500. Neither of these grants is secure for the 1980-81 academic year and support is sorely needed.

Recommendation 17:

The Faculty of Applied Science and Engineering provided only one course, with a small enrolment, on the study of current technological impacts on society. The task force recommended that efforts be made to encourage enrolment in this course and that the faculty consider the desirability of making it a degree requirement.

The faculty now presents two electives on the social impact of technology but the registration in these courses is still limited. During the past year, the dean of the faculty appointed a faculty task force to review the whole of the non-technical curiculum in engineering. This task force "... is looking deeply into the social implications of engineering and will come forward within 1980 with proposals for a major program for this important one-eighth of our program. It will give particular attention to the ethical, legal, social, economic and environmental dimensions of the engineering process."

It is also of interest to note that the faculty has taken several major steps toward increasing the relevance of its operations to those of Canadian industry, and in particular that sector of Canadian industry which is technologically autonomous. One program which will be announced shortly is an industry-oriented master of engineering program. Another is a professional experience year program for undergraduate students to take a 16 month period in industry between the second and third years. A third development is the Innovations Foundation which will link the faculty in particular to the innovative industry through the licencing of new products and the development of new industries. A further program will relate to an expanded continuing education effort on the part of the faculty, after the continuing education area is reorganized later this ear. Through programs such as these, the faculty hopes to increase the sensitivity of students to the problems of Canadian society and industry and also to make, through research, a much greater contribution to Canadian enterprise. All of these proposals can only be enthusiastically applauded.

Recommendation 22:

The task force recommended that the central library administration and the librarian of Massey College find the administrative and financial means necessary to enter the Massey holdings of manuscripts and printed materials in the Union Catalogue so that their use can be generally facilitated.

Beginning in late September, 1978, Massey began to participate in the automated Campus Union Catalogue. However, it has only proved possible, for financial and other reasons, for Massey to register its current acquisitions -- about 700 works annually. The remainder -- all the pre-1978 accessions -- have not been added to the Union list.

Recommendations 15, 16, 18, 19, 20 and 21:

Information on the current disposition of these recommendations has not been made available by the University of Toronto. They deal with:

Recommendation 15 - continued funding for the Dictionary of Canadian Biography.

Recommendation 16 - expansion, especially in arts and science, of curricula dealing with the civil liberties and human rights of Native peoples, ethnic groups, immigrants, women and the poor.

Recommendation 18 - development of Canadian case histories and readings in management studies.

Recommendation 19 - recommendations from the University to the Ontario Ministry of Education about possible "overkill" in Canadian studies in the school curriculum.

Recommendation 20 - concerns the erosion of the University book fund.

Recommendation 21 - urges greater coordination of departmental book purchasing to avoid unnecessary duplication in orders.

It seems clear from the foregoing that there are still serious deficiencies in Canadian studies at the University of Toronto, in terms spelled out by the University's own Task Force on the Symons report.

Despite its successes and plans, and given some of the problems or failures reported here, it is obvious that the university needs to address the broad question of coordination of Canadian studies and the funding priorities of the University need to be re-examined in light of the Task Force recommendations. In addition, the federal and the Ontario governments should consider ways to address the serious Canadian studies funding problems evident at the University of Toronto, as well as at other institutions in Ontario. A similar recommendation obtains as far as other provincial university systems are concerned.

There appear to be several root causes of the university's problems, made clear in responses to requests for information for this study. One is that the Federated Colleges of the University can no longer be held responsible for what Canadian content is in their English and French courses, for example, because the university's memorandum of understanding with these colleges has changed the curriculum situation. Sections are assigned to colleges by University departments. This, of course, has to have important implications for non-disciplinary and co-operative studies at the University.

Further, there appears to be something of a crisis of spirit regarding Canadian studies at the University of Toronto. As one respondent put it "Canadian interests at this University (except for a small group), are politely lauded and discreetly ignored".

There are Canadian studies programs at University, Victoria, Erindale, Innis, New and Scarborough colleges. The work at University College provides one example of formal Canadian studies efforts at the University of Toronto.

University College has a co-ordinator of Canadian studies and it is a member of the Association for Canadian Studies. The co-ordinator oversees the College's own courses and counsels students in the program. He also organizes public events, like occasional lectures and series of workshops. One such endeavour was a 1977 program of six lectures and panels entitled To Know Ourselves, which examined the major sections of the report of the Commission on Canadian Studies.

The College's program participates in the University of Toronto Canadian studies specialist and minor programs. Courses are of two kinds: disciplinary Canadian content subjects and multidisciplinary courses for the specialist. The multidisciplinary courses for 1980-81 are titled: Introduction to Canadian Studies; Selected Topics in Canadian Culture; Intellect and Imagination in English Canada; Introduction to Quebec Studies; Quebec Society and Culture; Popular Culture in Canada I and II; and The Political Economy of Canadian Sport.

TRENT UNIVERSITY, Peterborough, Ontario.

Canadian studies has been a high priority at Trent since it was established. The launching of the Journal of Canadian Studies at Trent signalled this University's interest in the field, and of course, the development of a large undergraduate program in Canadian studies is another important aspect of the University's commitment.

As noted in the Symons report, university growth and development in Canada reflect diverse traditions and approaches which illustrate a number of complex and unique local characteristics. The orientation of the Canadian studies program at Trent, founded in 1972, is closely related to the nature of this relatively new University, its size and objectives. Respondents to this enquiry noted that: "In the belief that a liberal education need not be the preserve of separate departments, Trent established a broadly interdisciplinary program without a departmental base."

Faculty and elected students from specifically designed departments within the University constitute the Canadian Studies Program Committee. Their decisions are reviewed by the University Senate and the committee works closely with regular departments. Shared funding and jointly developed teaching and research facilities are important features of the Trent program. The small size of the University and the importance attached to Canadian studies by many senior members of the faculty and by the administration "... have helped to create a generally supportive setting for the program's growth and development."

The Canadian Studies Committee at Trent, which administers its Canadian studies program, produced a statement on To Know Ourselves. This document, which runs to 85 pages with addenda, provides a thorough overview of the Canadian studies work at this University. In addition to histories of the program, the paper details various activities of the University in formal Canadian studies and in Canadian content areas. Two important sections in this document are "The Impact of the Symons report on Curriculum" and "Canadian Studies Needs."

The first of these notes that Dr. Symons, in his role as founding President of Trent, played a large part in making Canadian studies a reality at the university. In fact the whole statement is prefaced with an extract from President Symons' speech at the official opening of the University.

> It is very much the hope and wish of everyone associated with Trent University that it may become in the fullness of time a useful and significant centre for Canadian studies. By this is meant the study of our Canadian civilization -- for such there surely is -- in its totality: its history, literature, art and institutions, its people and its science. (October 17, 1964)

Curriculum expansion and development within the Trent program over the past eight years have proceeded in accordance with the various interests of the faculty at Trent participating in Canadian studies and also in accordance with the desire to provide students with a balanced and coherent set of courses on the interdisciplinary study of Canada, primarily reflecting the themes of regionalism and cultural diversity. "In this endeavour," the acting program director noted, "the Symons report served both as a guide and a source of encouragement."

> By the same token, we like to think that our course innovations in the area of science policy, the North, and environmental issues, to give but three examples, anticipated many of the key recommendations of the Symons report for the teaching of Canadian studies at other universities.
>
> In a less direct fashion, perhaps the greatest impact of the report upon our program has been the heightened awareness it has created both within government and among the general public on the need for more intensive study of Canada at the university level. In terms of increased student interest and the availability of government support for conferences, workshops and course development in the area of Canadian studies, we have benefitted substantially from the favourable climate of opinion created as an aftermath of the Symons report.

The statement also includes a number of comments about needs in the field of Canadian studies generally and at Trent in particular.

> Our program does share one problem in common with the teaching of Canadian studies in other universities. In a field expanding as rapidly as our own, how can course offerings, course materials and program activities be increased in a time of severe university financial constraints?

At Trent these fiscal problems have affected library acquisitions by inhibiting the program's ability to purchase new books and journals, to maintain existing journal subscriptions, or to expand holdings of primary research materials (such as government documents, newspapers on microfilm, or archival collections such as the Leslie Frost papers or the records of the Commission on Canadian Studies). This is a particular vexing problem for Trent in light of the University's anticipated plans to develop a graduate emphasis in Canadian studies.

The second key need is for support for special projects and extra-curricular activities vital to the success of Canadian studies at Trent. As an interdisciplinary program, Canadian studies has additional responsibilities which cannot easily be met within existing departmental funding. Examples in this area include funding for an existing program of guest lectures, a problem shared with some other universities like the University of Alberta; the use of field trips throughout Ontario to acquaint students with special collections, such as the McMichael Collection of Kleinburg, Ontario; and purchase or rental of a growing body of films of value in Canadian studies teaching. Financial support for mounting conferences on Canadian studies themes is also in short supply. Trent has a particular financial interest in the Journal of Canadian Studies, a line item in the Trent program budget. This expenditure is becoming increasingly onerous at a time of financial cutback and rising printing and publications costs. This burden has been exacerbated by the recent decision of the Ontario Arts Council to cease funding the Journal.

Liaison work, both within the community and abroad, is also an increasingly important aspect of Canadian studies at Trent. In recent years, Trent has had great success in mounting Canadian studies days at high schools throughout southern Ontario and in drawing teachers on sabbatical leave and European professors interested in Canadian themes to Trent to study within the program. Both endeavours represent forms of liaison work which the University would like to expand in order to promote Canadian studies both at home and abroad but the program's ability to do so is limited by financial constraints.

Finally, according to respondents from Trent, assistance in the area of private funding to build up a permanent endowment for Canadian studies is seen as an important contribution to the program's ability to develop and maintain special projects and activities of the types mentioned here.

Trent's 1980-81 calendar describes the Canadian studies program as the product of the cooperation of 12 departments and programs within the University. At least one member of each department, and frequently several, assist in the program's planning and instruction. Those departments

involved are Anthropology, Chemistry, Economics, English Literature, French Studies, Geography, History, Native Studies, Political Studies, Philosophy, Sociology and the Environmental and Resource Studies Program. At all levels, the program encourages interdisciplinary study. Canadian studies will offer 18 courses in 1980-81. Only students who have completed at least four university credits may register for courses under the auspices of the program.

After completing a minimum of four courses, students may enrol in Canadian studies courses either on the basis of general interest or with the declared intention of completing a Canadian studies concentration alongside their major subject. A student wishing to designate Canadian studies in a three-year degree program must enrol in a traditional discipline and complete all of the formal disciplinary requirements for the degree. He or she must also take two Canadian studies core courses (Canadian Studies 200 and 300) and any two additional Canadian studies offerings. Honours students must also take Canadian Studies 400 and three more courses approved by the program. As well, they must have a working knowledge of French.

All Canadian studies core courses (Canadian Studies 200, 300 and 400) are taught by Professors Wadland and Struthers. They are the only full-time appointments within the program itself. Alan Wilson, who chairs the Canadian studies program, is cross-appointed with the Department of History.

In addition to the 18 Canadian studies courses, a large number of Canadian content offerings, called supplementary courses, are available through departmental programs.

As already noted, from the outset the Canadian studies curriculum incorporated many of the approaches subsequently recommended by the Symons report. There are regionally oriented courses, courses on Canadian education, art and architecture, labour, science policy, Native literature, comparative studies of English Canadian and Quebec literature and so on. Nevertheless, the general manpower limitations of a small university have precluded attention to other important areas in the curriculum -- for example, women's studies. Labour studies are being developed in 1981 and the current religious studies program is under review. Alternating year courses, faculty exchanges, non-credit lectures, guest lectures and visiting professorships are all possible responses. The Canadian studies program had sponsored over 175 academic visitors to the University by the end of the 1978-79 academic year.

Trent has a number of programs and areas of study which relate directly to its Canadian studies orientation. Quite recently the University introduced an interdisciplinary administrative and policy studies program, modelled roughly on the Canadian studies program. It too tends to emphasize Canadian content in its course offerings. There is a stong relationship between Trent's Canadian studies program and the Trent-Queen's teacher education program. The entire curricula of the Native Studies department and of the environmental and resource studies program have both been closely associated with Canadian studies. Beginning in March 1978, the Canadian studies program launched the first of its annual "Canadian Images Film Festivals." Speakers

from all sectors of film making and still photography converge on the University for four days in March to discuss various aspects of work in their media. In addition, this year over 160 hours of films were screened for the general public. Nearly 20,000 people participated in the 1980 program. A number of other conferences in Canadian topics, including English Language Publishing, Margaret Lawrence and Friends, High School-University Liaison and Biogeography have been held, including the 1980 ACS Conference.

Several faculty members are also actively involved outside of the University in projects which contribute to increased Canadian awareness. Professor Denis Smith was, until recently, editor of Canadian Forum. Professor Symons chaired the Commission on Canadian Studies and is currently a Vanier Professor at Trent and vice-president of the Social Sciences and Humanities Research Council of Canada. Professor Joan Vastokas has just retired as the chairperson of the Society for Art Publications which publishes Artscanada. Members of Trent's faculty serve on the editorial boards of the Journal of Canadian Studies and Alternatives: Perspectives on Society and Environment. Professor R.J.D. Page was chairman of the Committee for an Independent Canada.

UNIVERSITY OF VICTORIA, Victoria, British Columbia.

The University of Victoria responded to the release of the report of the Commission on Canadian Studies in a variety of ways. The president purchased a copy of To Know Ourselves for every department chairman, dean, associate dean and member of the Board of Governors and Senate. The Board considered the implication of the report for it at a meeting in October, 1976. On December 20, 1976, the Board adopted a new hiring policy based on concerns arising from the Commission's study. The Academic Standards Committee of the Senate was asked to review the report.

These steps led to the appointment of an Ad Hoc Committee on Canadian Studies by the Senate in March, 1977. This Committee was charged with a department-by-department review and with referring specific items to departments for comment. The Committee was asked to prepare a summary of responses for Senate and to make recommendations to the University for further action. The Committee reported in May, 1979.

In its report, the Ad Hoc Committee stated that written responses indicated "a hospitable climate for Canadian studies throughout the University ... Though five departments saw Canadian oriented studies as being of limited relevance to their disciplines, nowhere did we find any negative view on the subject... Indeed, 87 percent of the departments expressed the view that they were already attempting to meet or had gone beyond the recommendations contained in the Symons report." The committee pointed out that it was not enough to affirm a general support for the promotion of Canadian studies; "The true measure of a commitment to Canadian studies at the University of Victoria will rest in the willingness to take concrete steps to ensure the continued vitality of existing programs and the imaginative developments of new academic orientations."

Six recommendations were offered with selected quotations from the Symons report in support. These six points were:

(1) Department chairmen and other division heads should report annually to the office of the president on current developments in Canadian studies within their area's curriculum and faculty research activities and a summary of such reports should appear in the president's annual report.

(2) Calendar course entries and descriptions of undergraduate and graduate programs should more carefully indicate their degree of Canadian content.

(3) A listing of courses considered by departments being of special relevance to Canadian studies should appear in the University calendar as a guide for students seeking Canadian electives.

(4) A standing interdisciplinary student faculty committee should be struck to coordinate the development of Canadian-oriented curriculum and research.

(5) A Canadian studies co-ordinator should be appointed to provide direction and support the work of the standing committee.

(6) A Canadian studies program should be established to provide specific interdisciplinary courses not obtainable at the departmental level in such areas as the study of Canadian literature and Canadian society.

Complete sets of the 122-page Committee report were deposited with the secretary of the Senate.

At the May 2, 1979, meeting of the Senate of the University of Victoria, it was decided that the first four recommendations warranted action. President Howard Petch was quoted in The Ring as sensing that the Senate had no sympathy at the time with the other two options, the appointment of a Canadian studies co-ordinator and the establishment of an interdisciplinary program. Debate centered on the fourth recommendation, the appointment of a standing interdisciplinary faculty student committee on Canadian curriculum content and research priorities. Agreement was reached and the new committee was directed to resume consideration of recommendations 1 through 3. Terms of reference for the new body were spelled out in the Senate docket for September 19, 1979.

In addition to a Senate study and the implementation of the recommendation for a Canadian Studies Committee, the University of Victoria adopted a specific hiring policy as a result of the Commission on Canadian Studies. This was adopted by the Board of Governors on December 20, 1976. This policy explains the general criteria for academic appointment and defines what it means by the term Canadian applicant, that is "... a Canadian citizen or a landed immigrant in Canada at the time of making an application at this University, or one who has an extensive academic training or experience in Canada." Search procedures require advertisement in such publications as University Affairs and the CAUT Bulletin. Selection procedures require that

if Canadian applicants are clearly quaified, then the appointment will be offered to the best qualified Canadian applicant. "However, when it can be clearly demonstrated that a non-Canadian applicant is likely to make a contribution superior to that of any Canadian applicant, the appointment will be offered to that applicant."

The University of Victoria offers a diploma program in Native Indian languages, and a diploma in public sector management. The Centre for Public Sector Studies is a major research institute at this University.

UNIVERSITY OF WATERLOO, Waterloo, Ontario.

The University of Waterloo established a Senate Task Force on the Symons report shortly after the release of To Know Ourselves. The Task Force's study, released in June, 1976, was the first such document to appear at any University.

Known at the University as the Scott Report, because the chairman of the Task Force was Professor D.S. Scott, this statement became the focus of considerable discussion at the University of Waterloo. It supported the Commission's essential thrust; "... Indeed, the committee members are unanimous in their belief that it would be a very grave error if the University of Waterloo did not fully acknowledge the major implications for Canadian universities and for this University of the recommendations in the Symons report. We ... support the validity of the basic rationale underlying To Know Ourselves."

The Task Force made five general and 11 specific recommendations. Most have been acted on to some degree. It is also true to say that subsequent University planning has overtaken more than one of the Task Force's recommendations. Their points were:

General Recommendations:

(1) The vice-president academic should require every department and every faculty to make an assessment of Canadian relevance in their present curriculum and research.

(2) The vice-president academic should require every department and every faculty to produce a specific statement as part of their "third decade" long-range plan which will state in specific terms what part Canadian orientation or emphasis will play in future teaching and research in their area.

(3) Every faculty undergraduate associate dean should assess the capability of his faculty to play an effective role in serving regional, provincial, or national needs, through teaching, research or public service, and report the outcome of this assessment to Senate within one year.

(4) The academic vice-president should assess the capabilities of this University in the sphere of public policy, and make recommendations to faculties or departments, as appropriate, for action to improve this capability.

(5) The University of Waterloo should make every effort in future appointments to faculty to obtain faculty members who are knowledgeable about Canadian problems and needs, and who can initiate teaching and research in areas relevant to Canadian interests.

Specific Recommendations:

(1) The Senate Undergraduate Council should immediately assess all courses offered dealing specifically or primarily with Canadian subject matter to determine if the assertions of the Symons report concerning student/faculty ratios, qualifications of faculty available to teach these courses, student attitudes towards adequacy of present offerings etc., also apply to this University.

(2) The Senate Undergraduate Council should appoint a task force to report on the present state of field work as a teaching tool in this University; the present state of student/faculty satisfaction or dissatisfaction in this respect; and to make recommendations for more effective use of field work in teaching.

(3) The Senate Graduate Council should review course offerings to ascertain if reasonable opportunities exist at the graduate level for advanced scholarship in Canadian-oriented subject material. Where such opportunities appear to be lacking, recommendations for increased course offerings in the specific discipline areas should be made.

(4) The work of the present Canadian Studies Group should be supported and expanded. Present funding is inadequate and should be greatly increased -- initially, perhaps, from the Academic Development Fund. The concerns of the Canaddian Studies Group should be broadened to include an increased activity in graduate course offerings and research.

(5) The academic vice-president should entertain proposals for the establishment and funding of groups in other discipline areas, modelled after the Canadian Studies Group now active in the humanities and social sciences.

(6) The senior administrative officers of the University should increase their efforts to convince external research funding agencies of the need to give more favourable consideration to research proposals related to Canadian cultural, economic, social or technical spheres.

(7) The University should support the development of expanded programs in Canadian teaching, research and creativity in the fine and performing arts. The appropriate departments concerned in these areas should be specifically requested by the academic vice-president to submit detailed long-range plans covering their "third decade" plans for fostering

Canadian scholarship and talent in the fine and performing arts. In particular, plans should include emphasis on the strengthening of work at the graduate level.

(8) The University of Waterloo bookstore should improve its promotional efforts for Canadian publications and expand its stock of current Canadian titles.

(9) Departments and faculties in the applied sciences should insure that students have adequate opportunity to relate their discipline to public policy questions, e.g. by adequate teaching in such subjects as technology assessment and transfer, science policy, social economics, environmental studies, etc. Similarly, they should attempt to design courses for students in the social sciences or humanities which would relate technology to public interest and policy.

(10) The Senate Undergraduate Council should immediately request reports from the University library and from audio-visual services assessing the significance to this University of the recommendations to be found in Vol. 2 of the report at the end of the chapters on archives and Canadian studies (pages 81-85) and audio-visual resources (pages 104-106).

(11) In all of the foregoing reports, task forces, or committee considerations which have been recommended, opportunity should be given for individual faculty members or university groups to submit detailed briefs, or to appear in person before the appropriate committee.

Implementation:

(1) The academic vice-president is to report to Senate, no later than the January, 1977 meeting on the actions taken in implementing these recommendations.

It appears that there has been no directed implementation of these recommendations. However, a number of them have been addressed indirectly. For example, of the specific recommendations, 4 has been implemented with the movement of the Canadian studies program into St. Paul's College and the receipt of some external funding for the program. Recommendation 1 was addressed by a number of departments. For example, the History department assessed the implications of the Symons report for it. Specific recommendation 8 has been fully addressed as well.

The Canadian studies program at Waterloo reports that student enrollements have been stable, but that there are expections of an increase in the 1980-81 academic year. As noted, the program moved its core operation and administration to St. Paul's United College in 1979. The move was made for three reasons. The College was committed to Canadian studies and has offered financial support from the United Church of Canada for program development. The Canadian studies program, originally administered by the Faculty of Arts, was becoming a University-wide program with participation from the Arts and Environmental Studies faculties. The move to St. Paul's gave the program increased visibility. Ten departments continue to participate in its curriculum. Finally, St. Paul's offered administrative and class space. The transfer did not in any way change the format of the program.

The move produced some important results, including increased publicity for the program; creation of two scholarships in Canadian studies; a move to off-campus teaching of Canadian studies; involvement in the University's fund-raising campaign; and creation of a writer-in-residence program. There are plans for the development of a master's Canadian studies option; the funding of additional scholarships; the development of a Centre for Ontario Studies; and the generation of a broad publicity program.

In Planning for the Third Decade, a report of the planning committee of the University Senate, adopted in December, 1979, Canadian studies had a prominent place. Its recommendation 43 encourages the University to press for wider departmental and faculty participation in Canadian studies. Recommendation 44 states that "The academic departments of the University should use Canadian problems and examples in courses where student projects, student productions, problem-solving, and case studies form a part of established pedagogy. When Canadian materials for such courses are not available, a department should undertake to develop them." Recommendation 45, a recommendation which has been achieved for the fall of 1980, suggests that the University seek funding for an artist-in-residence program.

The University offers a degree in Canadian studies with three optional paths available. In the honours B.A. program, a student can take a single or a double honours concentration. It is also possible to take a general degree in arts with a combined major including Canadian studies. This requires five courses in a major discipline, and six Canadian studies subjects out of a total package of 15 courses. A minor in Canadian studies is also possible. Students take five Canadian studies offerings, two of them required and three from a selection of approved Canadian content subjects.

There are other examples of Waterloo's interest in Canadian studies. On November 3 and 4, 1978, the University sponsored "Light in Dark Corners," a colloquium on neglected aspects of Canadian studies. In addition to the formal Canadian studies degree programs, Waterloo also offers undergraduate and graduate courses in Canadian drama.

THE UNIVERSITY OF WESTERN ONTARIO, London, Ontario.

When the report of the Commission on Canadian Studies was released, the President of the University, Dr. D.C. Williams addressed the Annual University Assembly in the fall of 1976. A digest of his remarks was published in the U.W.O. Alumni Gazette under the title "The Symons Report: A Rebuttal." Dr. Williams noted that the Symons study had generated a lot of public discussion because of extensive newspaper coverage. "The general public was given the impression that Canadian universities were weak in the field of Canadian studies and that all campuses were overrun by American professors. It should be noted that this is not the case." Having said this, he indicated that the Symons report bears closer examination:

> ... I feel that it should be pointed out that many of the recommendations have already been implemented at Western; and that generally much of the document has been overtaken by events.

The president then compared, discipline by discipline, the observations in the report and the state of affairs at Western. He did not find Western wanting, and said he summed up with this statement: "What know they of Canada who only Canada know?" Dr. Williams said that the basics of the Canadian political system or of Canadian geography were more properly taught in depth at the primary and secondary levels; such studies should not be reserved for the few who achieved a university education. University students should be able to apply such knowledge not just to Canadian studies, but to the broader world situation. The function of the university is to train the critical intellect, not to inculcate belief. The university is not part of a political campaign to indoctrinate students.

Not all those working and studying at Western were as convinced as Dr. Williams that Canadian studies was alive and well at the University. In November of 1977, Western in the Looking Glass was published. This was a report "... of the summer task force on Canadian content at the University of Western Ontario." It was billed as "The response of the University Students' Council Education Office to the Commission on Canadian Studies' report." The editor and chief writer/researcher was W.R. Marshall, educational field-worker. He was assisted by Christopher McKillop.

This study consisted of an analysis of the departmental responses to the Senate enquiry on Canadian content; interviews with faculty and students; examination of course offerings and content; comments on the recommendations in To Know Ourselves; and analysis of the "reams of submissions to the Commission on Canadian Studies from other universities in Canada."

Western In A Looking Glass contained eight recommendations. They were directed at what were considered "problem areas." Recommendation 1 was that "The Sociology department needs an overhaul ... the huge percentage of American-educated tenured faculty will create problems in the years ahead - how is the department going to be able to bring in Canadian trained sociologists?" Other recommendations related to the need for exchanges, especially with Quebec; the need for a more active research office; and needs in French and anthropology. They conclude with a recommendation that the University calendar include a special section on open courses and opportunities for interdisciplinary study, and "we recommend that the entire university community keep in mind that it educates and is part of society. Sometimes that simple bit of reality is missed."

This report was followed in 1978 by an assessment of Western students' knowledge and awareness of Canada. Two groups of students were chosen. The first group of 261, from the Faculty of Education were recent graduates from universities across the province, and the second were first-year political science students, most of whom were recent high school graduates from across the province. There were 115 in this sample. The survey was identical (updated only) to the one used by Alf Chaiton at the University of Alberta and the results at Western were compared with those at Alberta. At Western, the Faculty of Education students scored higher than the first-year students on six of the 25 questions. The first-year students scored higher on 12 others and seven were declared a tie. The differences between Western and Alberta were inconclusive.

While all of this was going on, a formal assessment of To Know Ourselves was being made by the University. In 1976, when the Symons report appeared, Western's Senate requested that a study be done of Canadian content in the curriculum of the University. The vice-president (academic) sent a memorandum to all deans asking them to solicit reports from all departments. The collated results were sent to the Senate for consideration in the fall of 1977, at about the same time as Western Through A Looking Glass appeared.

According to departmental submissions, in visual arts, French and English, 24 courses were said to contain significant Canadian content. The Department of Philosophy listed four courses in which Canadian materials played an integral part and two more in which Canadian materials were used. Classical studies, Russian, Spanish and Italian did not deal with Canadian content, although one Russian text was Canadian produced, and Classics and the Contemporary Scene used Canadian historical incidents as comparison bases. In business, it was reported, the faculty produced most of the cases used in teaching. From 1971 to 1977, the School of Business had produced approximately 1,000 case studies. Education reported that all courses which deal with teaching methodology include Canadian content; in addition 11 special courses with almost total Canadian content are offered at present. Engineering stated that Canadian content discussions were irrelevant to it. Journalism reported that its curriculum content was almost exclusively Canadian and the Law faculty enthusiastically endorsed the principal recommendation of the Symons Commission on legal education. Medicine noted that it makes extensive use of Canadian materials and data, Canadian speakers and texts and that a course of the History of Medicine and Science is heavily Canadian in orientation. A 1980 review of the University of Western Ontario's calendar indicates some increases in the number of Canadian content offerings in most of these departments and programs.

In the social sciences, Canadian content in both the 1977 survey and in the 1980 calendar ranges from "sparse to plentiful," department-to-department. In geography, for example, a student can have an area of concentration in Canadian studies and the establishment of a Canadian geographical studies program is planned. Psychology offers limited Canadian content. In the Department of Secretarial and Administrative Studies, the majority of texts are Canadian and the courses are designed, the UWO respondent noted, "...to prepare people for the Canadian market." In history, 16 of the 69 undergraduate courses are Canadian, while many others include Canadian material. Most of the graduate work in the department is in Canadian history.

In addition to this information on Canadian content at the University of Western Ontario, respondents to enquiries for this study reported that there is no formal Canadian studies program at UWO aside from those of certain departments. There has been an attempt to expand Canadian content offerings and general endeavours, more in some departments than in others, to increase the use of Canadian materials, "...though nothing revolutionary has happened." No particular attention is drawn in the University calendar to the sorts of courses with which a student might assemble a program of Canadian studies made from disciplinary offerings, although there is a pamphlet for that purpose called An Education for Life.

As far as the Symons report is concerned, the major respondent from the University noted that:

> It is not as fashionable as it used to be to dismiss Canadian studies out of hand, but I do wish that those not involved in Canadian teaching and research would treat themselves to a reading at least of the introduction and the general sections of the Symons report, or perhaps the abridged version. The tactfully unanswered discussion of the importance of knowing ourselves, and of the academic legitimacy of Canadian studies, ought to go some way towards dispelling the blissfully and scornfully ignorant attitude towards matters Canadian that still obtains among people who ought to know better. Canadianists feel less defensive than they used to, then, but there is still an undercurrent of feeling in some quarters that they are wasting their time.

This passage echoes sentiments expressed by people from Universities other than Western.

WILFRID LAURIER UNIVERSITY, Waterloo, Ontario.

The Symons report was examined at the University but the consensus was that no formal committee needed to be established to explore its implications further. The University reports a "strong Canadian orientation" in most areas and that faculty and student research is oriented to the Canadian context. No specific actions were taken as a result of the report, even though the report apparently encouraged the development of Canadian content in some areas. Biology was noted by respondents as an example. In addition, faculty members in some departments have been encouraged to orient their work toward Canadian subjects where appropriate. Courses dealing with one or other aspect of Canada have a notation to that effect clearly in their descriptions. This was one recommendation of the Symons report.

The Canadian studies program at Wilfrid Laurier seems to have identified strongly with the Commission's study. The program brochure has "To Know Ourselves" emblazoned on it in bold red letters and in the preamble to a description of the program, the report is quoted:

> Self-knowledge of the individual cannot be divorced from knowledge of the society in which one lives. The two kinds of knowledge are not only mutually dependent, but are ultimately one and the same.

The Canadian studies program was inaugurated in September, 1975, about six months before the release of the Commission's study. An interdepartmental major is offered as part of the general B.A. program. Students who major in Canadian studies may take a second major in another discipline: for example, anthropology, music, French, geography, political science, English or history.

To major in Canadian studies, a student must take the initial core course, Canadian Studies 200 and a second course, Canadian Studies 300. Of the additional 13 two-term courses required for the B.A., four must be from a recommended group of Canadian content subjects listed in the calendar. The selection of these courses must be from two different departments.

Canadian Studies 200: Canadian Society and Culture, is an introduction to the literary, political, economic, sociological, historical and geographical bases of Canadian society. Faculty and guest lecturers choose themes which integrate these aspects.

Canadian Studies 300: Interdisciplinary Seminar, provides in-depth study of at least two themes; for example, Canadian federalism, Canadian autonomy, perspectives on regionalism, or the North. These themes are addressed by different faculty from different departments. Canadian Studies 200 is a prerequisite.

The program is administered by a committee currently being coordinated by Professor Richard Christy of the Sociology department. The 15-person group is drawn from the Political Science, Anthropology, History, English, Geography, Sociology, Philosophy, Economics, Romance Languages and Archeology departments.

Since its inception, the program has had four different co-ordinators. This on the face of it may not seem out of line, but it is important to note that the position of co-ordinator is a three-year appointment. No one has completed a full term. The reasons are many but the essential ones seem to be related to financial considerations and the question of morale. There needs to be an adequate stipend paid for the coordinator's position and perhaps consideration given to the provision of released time. Several faculty members made it clear that one of the problems troubling the program is lack of prestige for Canadian studies work and the decline of morale that a lack of recognition engenders. This is a problem that some other universities seem to share. Work needs to be done within each university to address this situation. Canadian academics should not be made to feel disadvantaged in Canadian universities because of their interest in pursuing Canadian studies.

UNIVERSITY OF WINDSOR, Windsor, Ontario.

The report of the Commission on Canadian Studies was not referred to the Senate or Board of this University. Nevertheless, in 1976 the University's President, Dr. J.F. Leddy, asked for departmental reports on Canadian content and the citizenship of faculty members as a result of the publication of the Commission's findings.

While no direct applications of the Commission's recommendations were undertaken by any department or school within the University, respondents noted that "there has been some application of the spirit of the report." Currently, Windsor is, for example, actively exploring the development of a

program of Canadian studies. "This proposal may be implemented although early discussions have only begun."

In the past few years there have been several uncoordinated efforts from different sectors of the University to become involved in the local area. This is in line with Symons' recommendation 17, page 131, Volume 1. For example, the History department is in the process of developing a program in historical administration or public history. This involves extensive research and teaching in local history, archival techniques and the preservation of historical structures. In order to fully implement such a program, faculty members have to help create the necessary resources so that they have become fully active in the development of local museums and archives.

Also, as part of this overall strategy, a conference was held on local history. Called the "Western District Historical Conference" and held on October 12-14, 1979, this meeting comprised a variety of organizations and approximately 400 individuals from Essex, Kent and Lambton counties. In order to ameliorate any friction between professionals and amateurs in the related fields, a Western District Association was established, composed of representatives from the participating organizations in the tri-county area. These included local historical societies, museums and public libraries, geneological societies, Native peoples groups and others. One measure of the success of the conference was the development of projects involving the University and the Native peoples of the area. These include potential for a specially arranged program for Native leaders; contractual teaching and research for Native bands by the university; and off-campus university credit courses for Native people.

The Geography department is attempting to coordinate the various studies associated with health care in order to mount a large scale exploration of health problems in the Great Lakes area. One faculty member has, for the past three years, organized summer programs on the Arctic which were intended to benefit local Arctic residents as well as university students.

The Law faculty, with the support of a $10,750 grant from the Donner Foundation, has developed a Community Law Outreach Program and operates Legal Aid Windsor.

There are other examples as well; work done by the School of Social Work and the University's Industrial Relations Institute.

Canadian studies at the University of Windsor are currently defined in terms of disciplinary Canadian content offerings in the various faculties: Arts, Social Science, Science and Mathematics, Business Administration, Human Kinetics and Law. Eighty-seven courses in all, drawn from the following disciplines, have been described as the Canadian studies component at this University: English, French, fine arts, linguistics, music, philosophy, communications studies, economics, geography, history, political science, social work, sociology, anthropology, zoology, geology, business and law.

According to one respondent, Canadian studies at Windsor are probably encountering the same difficulties as are programs at other universities. One problem at almost every Canadian university is the inability to gain allocation of a greater proportion of university resources at a time of fiscal constraint.

A second difficulty concerns the relative lack of internal support for research at Windsor itself. Customarily, support for research is found in graduate programs, but at Windsor there are no doctoral programs in the Faculty of Arts and only one currently established in the Faculty of Social Science. Almost all departments have masters programs but these are not developed to a point where they could contribute substantially to research in the local area. The Canadian studies proposal being considered at the University may be the catalyst to change that situation.

A third major area of concern at Windsor involves the view of the Science faculty that science is not national but international. That view seems not to have wavered since To Know Ourselves, according to reports from that University, and this limits interdisciplinary contact with those departments.

In terms of other Canadian emphasis, Windsor's library has an extensive collection of Canadian federal and provincial documents and collections of the publications of international organizations. It serves as a resource centre for Canadian materials for a number of other institutions. The University offers an undergraduate program in Canadian politics.

THE UNIVERSITY OF WINNIPEG, Winnipeg, Manitoba.

There was a formal University response which examined the implications for the University of the recommendations in To Know Ourselves. Discussions are currently taking place in the Senate and the senior academic bodies of the University. Unfortunately, a copy of their review was not available for this study.

In 1974, Winnipeg established the University Pictorial Index. According to an article in the University publication Inside Info', this "...anticipated the Symons report." Symons and his colleagues had urged universities to take a larger responsibility in recording the passing scene, in terms of local, regional and national events.

In 1977, as a result of a $40,000 grant from the Mrs. James Richardson Foundation, as well as the contribution of the massive Richardson photo collection on the development of transportation in the West, the Western Canada Pictorial Index was established. In explaining the history of this project the Pictorial Index editor, Eric Wells, quoted extensively from To Know Ourselves and noted the following from the Symons report in an article in MAST (March, 1979):

> A judicious use of electronic media can take some of the dullness out of the ditch water too often characterized as the way Canadian history is taught.

The Index chose the cabinet display system in which 5,000 pictures can be shown in one unit.

In 1978, 725 photographs from the Oblate collection were added to the Index. That collection records the activities of these missionairies in Western Canada from 1880 to 1940. As a working archive, the Index has made use of a computer-based cataloguing system and 15,000 photographs are being catalogued and displayed.

By February, 1980, the Index was in serious financial difficulty. At 1980 levels, the cost of the project approximated $50,000 per year, about $15,000 for materials and $35,000 for staff. The Index was operating on moneys raised from sales and these were not sufficient. Its future is in doubt.

The University of Winnipeg has a Canadian studies program and a long-term reorganization of it is taking place. The first step in this process is the adoption of a series of core courses. Currently, eight courses are offered representing the participating departments (ranging from Anthropology to Religious Studies). Students are required to take a minimum of three of them, (for example, Canadian Social History, Quebec Literature, Canadian Political Thought) as a requirement towards the degree. The Canadian studies program and the Department of French are discussing possibilities for a special French course for Canadian studies students, and about the organization of an immersion program in the intersession. The Co-ordinator of the program, Professor Arthur Kroker, thinks that this "...will, I am confident, result in a few years in a bilingual program."

The second stage in the reorganization of the program is the proposed development of two or three interdisciplinary courses on Canadian historical experience and the organization of the program around several important thematic considerations. The intention is to make the program a vital centre for the study of the social history and political economy of the Prairies. The influence of the Symons report on these developments has been acknowledged.

The Canadian studies program at Winnipeg is coordinated by an executive committee which includes representation from the participating departments. The concept of an executive committee, which came into being last November, is considered "an excellent one, providing a basis for intensive discussions across the University community on the development of Canadian studies and moreover, providing a stimulating nucleus of intellectual representations of the program."

In March and April of 1980, the program sponsored three panel discussions on "Western Canadian Fiction," the "Problems of Regional Political Economies" and the "Crisis of Legitimacy in Canadian Political Life." In collaboration with the departments of History and Political Science, the Canadian studies program organized major lectures by Professor R. Whitaker on "Liberalism and Nationalism: Contradictions of the Parti Quebecois" and by Professor R. Harney on "Emigration in History: Italians on Frontiers." For next fall the program plans a regular series of panels involving a full interdisciplinary array of participants which may be broadcast on CBC.

Finally, it is worth noting that the President of the University, Dr. Harry Duckworth, spoke about the Commission at a meeting of the Canadian College of Teachers on July 8, 1976. He noted that "...my own university has responded ... by offering this coming fall two new courses - one in the History of Canadian Art and the other in the History of Eskimo Art."

YORK UNIVERSITY, Downsview, Ontario.

York has not established a formal committee of Senate to examine the recommendations of the report of the Commission on Canadian Studies. Some less formal responses to the Commission were made in the York University Gazette and by Michael Horn in the CAUT Bulletin.

There is little evidence of a systematic attempt to implement the recommendations in the Symons report. However, it is reported that there may be some indirect influences through increased public awareness fostering student demand and modified opinions of individual professors involved in regular decision-making. "On the whole, we perceive our University as strong in all disciplinary aspects of Canadian studies which are a regular part of the life of all appropriate departments, and at a level which compares well with the averages published in the Symons report."

York has three autonomous Arts faculties (The Faculty of Arts on the main campus, Atkinson College and Glendon College). Each of these has its own departments of History, English, Political Science and so on. Not surprisingly, then, there are three independent Canadian studies programs. The one in Arts was founded in 1975, Glendon's in 1972 and Atkinson's in 1972. In 1977, an interfaculty committee was formed to consider ways in which the University might institutionalize the Canadian studies activities of these three areas. It was thought that there would be some advantage to overall coordination of them. In June, 1978, Senate gave unanimous approval to a proposal for a Centre for Canadian Studies, to play a supportive role with respect to teaching programs and to develop and finance colloquia and seminars dealing with Canadian topics. This project has yet to be funded.

Most of the discussion leading to the development of York's three programs took place before the publication of the Symons report. "However, we gratefully acknowledge a certain stimulus from the activities of the Commission...and from the discussions it engendered with our colleagues both here and at other universities."

Because there are three programs at York, it might be useful to comment on the types of programs in existence. The Arts (day school) program on the main campus has been created to enable students to acquire a comprehensive knowledge and understanding of Canada and of selected Canadian problems and issues. It is designed, as well, to provide the students with a good grasp of a major subject chosen from the following participating departments: Anthropolofy, Economics, English, French, Geography, History, Political Science and Sociology. The program is organized as a combined honours in Canadian studies and one of the above disciplines. There are three parts to

the program: intensive study in a major subject, including courses in the principles of the subject and on Canada; courses on Canada in selected other disciplines; and courses on Canada from an interdisciplinary point of view. Normally students select six courses in their major subject. Of these, at least two must be in the Canadian field and at least three outside that field. There are over 60 courses noted as suitable for the Canadian studies program. The core Canadian studies interdisciplinary courses are: Approaches to the Study of Canada: A Critical Enquiry, and Canadian Studies Seminar.

At Atkinson, students may take either an ordinary degree or an honours degree in Canadian studies. For the ordinary degree students must take four general education courses. Two of these, a 100-level social science and a 100-level humanities, are prerequisites for admission to the core 200-level Canadian studies course. Students must also take the 300-level core course and three outside-the-program electives. In all, 15 courses must be successfully completed. For the honours, students must complete five additional courses, including a second 300-level core course, a 400-level core course and two 400-level electives with high Canadian content.

At Glendon, a student can pursue an interdisciplinary program in Canadian studies at either the ordinary or honours degree levels, and these are limited to students in the bilingual program. The ultimate goal of this program is to help graduates become skilled bilingual communicators and informed citizens of Canadian society, aware of Canada's cultural heritage and its social, political and economic structure. Canadian studies is described as "...The most rapidly developing program in the college..."

Glendon offers a specialized honours in Canadian studies, a general honours in Canadian studies, a combined honours and an ordinary degree in Canadian studies. There are 63 course offerings drawn from economics, English, French, history, humanities, natural science, political science, social science and sociology.

In 1978, Shell Canada donated $50,000 to the University library for a Canadian studies collection. From October 3-5, 1977, York hosted the first Canadian meeting of the Association française des études canadiennes. The topic of the meeting was "Ideology and Political Life," and it resulted from a visit by York President Ian Macdonald and Professor C. Edward Rathé to Bordeaux in 1976 to formalize and sign an exchange agreement between York and Bordeaux Universities.

In addition, there are a number of Canadian-oriented studies and activities at York. The "Quality of Life" research project might be described as one. A team of sociologists are making extensive use of close-to-hand data in the elaboration of a vast theoretical model. Many of the studies coordinated by the ethnic research program are also related Canadian studies. A number of York faculty are involved in the Canadian Historical Atlas Project. The University's Instructional Development Fund has been used to further Canadian teaching at the University. One such project was to aid instruction in English as a second language for students in language studies courses which focus on aspects of Canadian culture. Another was to begin the implementation of an improved, restructured curriculum in French; a third was

the funding for a review of the public administration program of the Faculty of Administrative Studies by conducting a comparative assessment of American and Canadian schools.

In October, 1978, a team of York geographers and environmentalists undertook a major research study "Canada's Changing Ports." An interdisciplinary approach to the subject is being used and two major reports are anticipated.

York is also the home of the Centre for Research on Environmental Quality, and with the University of Toronto, York is involved in a joint program of transportation research.

Respondents from York noted, in conclusion, that the impact of the Symons report on York cannot be precisely delineated.

> This is mainly because of the University's prior commitment to the objectives enunciated by the Commission. While it seems regrettable at the time of answering this enquiry that a standing committee of Senate was not formed to collect this type of information, this fact is widely construed as reflecting our feeling that there was no great deficiency to be remedied on the lines suggested by the report. Our own development had often paralleled or even anticipated the work of the Commission, and the multiplicity of Canadian studies at York, coupled with our curious multi-faculty structure, did not lend itself to treatment by a small committee...
>
> Nevertheless, it appears that the work of the Commission as a whole gave support to our own internal deliberations.

CONCLUSIONS

There have been a number of significant developments in Canadian studies since the release of the first two volumes of the report of the Commission on Canadian Studies. Seven new formal Canadian studies programs have been inaugurated, and three more are planned. There seems to be more activity in Canadian content work than was the case when the Symons report appeared. One could conclude that since To Know Ourselves, the climate for Canadian studies has become more positive than it was before, and that there is more interest in the field.

Of the 48 universities(1) noted in this study, 29(2) have formal Canadian studies programs (this includes the co-ordinator role at Manitoba, the Atlantic studies program at St. Mary's, the Plains studies program at Regina and Acadian studies at Moncton). Three new ones are planned at Brock, Guelph, and at the University of Prince Edward Island.

Eighteen of these universities established formal committees to examine the implications for their programs and policies, of the recommendations in the report of the Commission on Canadian Studies. Eleven of these committees have reported, and a review of them indicated that they have had a beneficial effect on Canadian studies in some of those institutions.

Twenty-six of the universities included in this study did not commission formal reviews of To Know Ourselves. A few of them, as noted in the introduction to this paper, ignored the report completely. At others, existing committees considered the report, or it had more impact on a departmental or faculty level, rather than on a university-wide basis. At one university, Western, the lack of a formal university study prompted the Students' Council to commission an enquiry of its own, the results of which were somewhat at odds with the University's initial formal statements about Canadian studies at Western.

This university-by-university review of responses to the report leads to the inescapable conclusion that the Commission on Canadian Studies has had, and continues to exert, a substantial influence on post-secondary curriculum and policy. It appears that rather than losing effect over time, the Symons study is still important to the university community.

There are many developments in Canadian studies reported in this chapter which deserve praise. However, as indicated at the outset of this university review, there are some serious problems in Canadian studies which have to be addressed, and there are a number of universities which either ignore the need for studies of this kind, or worse still, simply pay it lip service.

A review of the material in this chapter leads to a number of conclusions. First of all, there are no doctoral programs of Canadian studies in Canada. Students interested in doing doctoral level work are forced to travel to American universities. The usual argument heard against doctoral Canadian

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1. Information was not available from the following: Acadia, Athabasca, Atlantic Institute of Education, Atlantic School of Theology, College of Cape Breton, College Ste-Anne, University of King's College, Nova Scotia Agricultural College, Nova Scotia Technical College.

2. The number of programs would be larger if the federated colleges and universities were included in the count. For example, the University of Toronto appears here once, even though there are seven different Canadian studies programs at St. George, New College, University College, Erindale, Scarborough, Innis and Victoria. York has three programs.

studies programs in Canada is that they do not lead to employment, or that interdisciplinary doctoral programs have no scholarly weight. Both of these comments uncover other problems in the field and both warrant study.

As far as placement opportunities are concerned, there are serious employment problems for Ph.Ds in almost all of the social sciences and humanities, but that has not led to a cancellation of those programs. However, Canadian studies positions in the universities are scarce and they will remain so as long as Canadian studies programs do not have any hiring autonomy. The rigid disciplinary traditions of our universities militate against this, and also against acceptance of the respectability of interdisciplinary studies at any level. The Symons Commission had much to say on this point. As far as non-university placement is concerned, there are a number of areas such as public policy and government, corporate planning, museums and research, which could benefit from the development of manpower with the integrative skills which interdisciplinary programs can provide.

Another general conclusion from this chapter is that the kinds of materials required for the support of Canadian studies teaching and research are underdeveloped and/or unavailable. There is a crisis developing in scholarly communications related to Canadian studies, due to recent problems in the publishing industry generally and in the scholarly press in particular. The problems that Macmillan is having are jeopardizing the Carleton Library Series, and the uncertain future of the McGill-Queen's University Press indicates the fragility of Canadian academic publishing.

In addition, as a number of university respondents noted, the financial constraints on universities coupled with the effects of inflation are playing havoc with library acquisitions budgets, and the development of much needed collections in various areas related to Canadian studies.

Further, there are insufficient funds available for the development of very valuable guest lecturer, conference, seminar, field trip and exchange programs. The examples provided by two universities with strong Canadian studies programs, Trent and the University of Alberta, are illustrative.

In some universities there is little infrastructure support for Canadian studies. Co-ordinators are not paid for their work, there is no administrative backup and little or no secretarial or clerical support. At a few institutions the situation in this regard has actually worsened since the release of the Symons report.

In the absence of information to the contrary, another inescapable conclusion is that there are no Canadian studies programs in the French language universities of Quebec. By contrast, most of the English language universities in Canada report some work on French Canadian or Quebec studies. Virtually all of the Canadian studies programs demonstrate some interest in Quebec studies, and most have a French language requirement -- in fact some appear to have quite stringent ones.

Six universities, which have established committees to investigate To Know Ourselves, have not received reports from them. The Symons report appeared over four years ago. It is hoped that some of these missing responses will be forthcoming in the near future.

By the same token, a few of the university studies which have been done on the Commission's report have not been taken very seriously in the universities in which they were prepared. One can only speculate about why a university would commission an internal review and then ignore it.

There are a number of important gaps to be filled in terms of current Canadian studies and Canadian content efforts. There is a need, for example, for more work in Canadian comparative literature. Perhaps a major centre of English Canadian studies at a large francophone university, similar to the McGill program of French Canadian studies, would be valuable in building an academic bridge between the two communities. There is a need to expand the research activities and the resources of some of the existing regional studies centres in Canada, and to found new ones where required. For example, there is no centre of Ontario studies at present. Funding should be considered to link regional and provincial studies centres so that special inter-regional and national collaborative studies can be undertaken.

Finally, as indicated at the beginning of this chapter, we must strengthen the place of Canadian studies in the university curriculum. Attention needs to be given to a number of questions, including the place of Canadian studies in the university community; the relative autonomy and power of programs of study in universities based on departmental models; the impact of involvement in Canadian studies on academic careers; the development of core curricula in programs; and a number of pedagogic and methodological questions related to interdisciplinary, transdisciplinary, collaborative and cooperative studies.

REFLECTIONS ON THE SYMONS REPORT
THE STATE OF CANADIAN STUDIES IN 1980

CHAPTER THREE

NATIONAL ORGANIZATIONS DIRECTLY INVOLVED IN CANADIAN STUDIES

NATIONAL ORGANIZATIONS DIRECTLY INVOLVED IN CANADIAN STUDIES

There are a number of national educational and academic organizations involved in Canadian studies. However, four are playing a particular role in developing Canadian studies as a recognized area of curriculum and research. Each of them has its own approach to the field, and each has its own constituency. Taken in alphabetical order they are: the Association for Canadian Studies (ACS), the Association of Canadian Community Colleges (ACCC), the Association of Universities and Colleges of Canada (AUCC), and the Canada Studies Foundation (CSF).

Three of these organizations were granted funds for their work by the Secretary of State on November 22, 1978. The ACS received $120,000 over three years, the ACCC $975,000 over three years and the CSF $500,000 for two years.

It is a measure of the interest of the AUCC in Canadian studies that it established the Commission on Canadian Studies in 1972. Since the release of the first two volumes of that report, the AUCC has had a special ad hoc committee on the Symons report.

THE ASSOCIATION FOR CANADIAN STUDIES (ACS)

The Association for Canadian Studies is an interdisciplinary organization with members from schools, community colleges and universities. Currently, there are 84 institutional members -- mostly universities and libraries -- and over 370 individual members drawn from the sciences, the social sciences and the humanities. In addition, the Association has some members from departments of the federal and provincial governments, and a small number of Canadianists from Australia, Britain, France, Germany, Italy, Japan and the United States.
The Association was founded at Queen's University in Kingston, Ontario, during the 1973 meeting of the Learned Societies. The interdisciplinary voluntary organization is devoted to encouraging teaching, research and publication about Canada at all levels of education.

The original program of the ACS emphasized conferences and publications. Week-long annual national conferences were the main event. They were held at the University of Toronto, the University of Alberta, the University of Prince Edward Island, the University of Manitoba, the University of British Columbia and at Trent University.

Usually these conferences are interdisciplinary-thematic affairs. For example, the 1979 conference was devoted to an interdisciplinary examination of the theme "Canada and the Sea." It included law of the sea, mariculture, sovereignty, fisheries, labour issues, coastal environment and ecology, and Canadian literature and coastal cultures. The 1980 conference at Trent was different in that it addressed more than one major topic. Fifty speakers on 24 panels addressed four themes: "Archival and Contemporary Film for

Canadian Studies;" "Ethnohistory and Multiculturalism;" "Science, Technology and Canadian Society;" and a meeting of the Association's Council of Canadian Studies Program Administrators.

The Association also had a modest publications program consisting of Canadian Issues, a scholarly publication. Four issues have been published on: The Canadian Urban Experience, Mackenzie King, the Symons Report, and the Canadian North. A fifth, Canada and the Sea, is in preparation and should appear in advance of this report.

The Association for Canadian Studies was affected dramatically by the release of To Know Ourselves. The ACS organized a major conference on the report at U.P.E.I. in 1977 as that year's annual national conference. It lasted a week and attracted 130 Canadianists from every discipline. The results of this meeting were published in the Canadian Issues series under the title "What Did Symons Say?" The report has played a role in the development of the policies of the Association as well. For example, the ACS has reviewed each of the recommendations in To Know Ourselves addressed to it, and has been working on them in its overall program planning.

Part of the ACS response was the submission of a proposal to the Department of the Secretary of State to allow the Association to expand its work. Professor Symons had written of the need for "...a strong and active Association for Canadian Studies," and with the support of the commissioner, the ACS submitted a proposal to the department.

On November 22, 1978, the Secretary of State announced that the ACS had been granted $40,000 per year for three years. This grant was designated for the support of the ACS operations, the development of an Association newsletter, the operation of a biography project, continuation of the annual national conference program, and the development of a series of special workshops on Canadian studies topics.

Using these funds, the Association has established a modest secretariat, employing one person, to assist the executive. The office is located at one of the ACS member institutions, Seneca College, where the current ACS president is a lecturer in Canadian studies.

The Association has developed all of the aspects of the programs funded by the department. The biography project, for example, was proposed by the ACS as one way to encourage work in neglected areas of Canadian biography. Using $15,000 granted for this purpose, the Association established a Biography Awards Committee consisting of Francess Halpenny, the editor of the Dictionary of Canadian Biography, Michael Bliss, a Canadian historian who is author of the award-winning biography of Sir Joseph Flavelle, and Professor Elizabeth Waterston, a member of the biography committee of the Association for Canadian and Quebec Literature. This Committee recommended to the executive a national awards program which was advertised through the academic press, through the Association's newsletter, and by the use of an attractive poster-handbill. Forty-seven applications for grants were received. When the expert panel announced its final recommendations to the executive, it noted that at least 10 of the submissions merited an award. Only three could

be given and those chosen were Dr. Marion Fowler for a biography on Sara Jeannette Duncan; Dr. Donald J. Horton for a project on André Laurendeau; and David R. Williams, Q.C., for a biography on Lyman Poore Duff, former Chief Justice of the Supreme Court of Canada. The final manuscripts, which are the property of the authors, will be offered to Canadian publishers for final publication.

The developmental workshop program being pioneered by the ACS is designed to address particular needs in the field or to encourage others to act in areas related to Canadian studies. Two workshops have been held; the first was on the administration of Canadian studies programs in postsecondary educational institutions. Thirty universities participated in this important meeting which resulted in the establishment of a new committee of the ACS, the Council of Canadian Studies Program Administrators. Members of the Council must be institutional members of the ACS. The Chairman of this Committee is Professor Sydney Wise, Director of the Institute for Canadian Studies at Carleton University. The chairman is, ex officio, a member of the ACS executive committee.

The second developmental workshop, held at Seneca College in the fall of 1979, was devoted to a consideration of learning materials for Canadian studies. This meeting resulted in the founding of a Book Information Centre in Saskatchewan and the development of an action plan to promote Canadian literature in schools by the Canadian School Trustees' Association.

The 1980 workshops are planned on Canadian cultural policy and on the development of liaison between school and university Canadian studies programs.

The Association has also hosted two colloquia on Canadian studies. These meetings offered the Association of Canadian Community Colleges, the Canada Studies Foundation and the Association of Universities and Colleges of Canada a chance to sit down to compare notes with the Association for Canadian Studies, the Commission on Canadian Studies and the Journal of Canadian Studies. These meetings were held in January and April 1979, and both were chaired by Professor Symons.

The Association for Canadian Studies newsletter has appeared quarterly since the first of March, 1979. It contains information on the work of the Association, editorial comment on matters of interest to the Canadian studies community, conference announcements and domestic and international Canadian studies news. In addition, the ACS Council of Canadian Studies Program Administrators has developed an information binder which provides detailed curricular information on 30 Canadian university programs of Canadian studies. The binder is an immensely valuable resource for those working in the field and for those universities thinking of developing programs.

A 27-member panel of senior academics, politicians and members of the general public advises the ACS on policy and the development of programs. This group includes Dr. Davidson Dunton, Madame Andrée Désilets, Dr. Claude Fortier, Dr. George Grant, Dr. A.B. Hodgetts, Dr. Pauline Jewett, M.P., Thomas MacMillan, M.P., Dr. Marshall McLuhan and Professor Symons.

The Social Sciences and Humanities Research Council has consulted with the ACS on matters related to Canadian studies, as has the National Film Board, the National Library Board and other agencies of government. The SSHRCC has asked the ACS to nominate candidates for the Council's major committees, including the academic advisory panel.

The ACS has also established relationships with the association and societies for Canadian studies in Britain, France, Germany, Italy, Japan and the United States. The ACS will soon publish an International Directory to Canadian Studies which describes work done in all of these nations and in Canada. The Department of External Affairs will distribute the Directory to Canadianists abroad. Through the support of the department, the ACS has sent representatives to the recent meetings of the Association for Canadian Studies in the United States, the German Society for Canadian Studies and the British Association for Canadian Studies.

The Association for Canadian Studies is at something of a crossroads. Since the grant from the Secretary of State was received, membership has grown from 110 to over 450. The pilot project funding given it by the Department of the Secretary of State has provided an opportunity to build. The response from the academic community has been nothing short of overwhelming. The ACS is currently handling from 50 to 100 letters per week. Enquiries about the work of the Association, about job opportunities in the field, about work in other nations, about membership matters and so on, pour in. Increasingly, other associations have been establishing contact with the ACS. All of these enquiries, and all of the publications and conference activities of the ACS are being handled by volunteers and by one secretary. The volume has reached the point of saturation.

The Association for Canadian Studies now finds itself unable to respond to all of the opportunities presented to it to advance the field of Canadian studies. For that reason, the Department of the Secretary of State might consider extending to the ACS additional interim funding over the remaining months before the expiration of its current grant, and the expansion of the funding provided to the ACS beyond that point.

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES (ACCC)

The Association of Canadian Community Colleges was founded in 1970 at a conference in Ottawa in which 300 delegates from colleges in all 10 provinces took part. The ACCC's objectives are: to set up clearing house services for the colleges; to provide liaison between and among the colleges and with other related institutions, associations and organizations; and to initiate research for the colleges of Canada. Currently, 70 of the 160 community colleges of Canada belong to the ACCC. Its 1980 conference attracted 1,000 delegates.

The Association became involved in Canadian studies in 1974 with the foundation of Communique: Canadian Studies. Communique is a bibliographic quarterly which was initiated with a grant of $1,000 from the Canada Studies

Foundation. This publication became self-financing after the first issue; the second issue alone sold over 28,000 copies. Given this reaction from the colleges, the ACCC approached various funding bodies for money to initiate a full Canadian studies project.

In 1976, the Kellogg Foundation of Battle Creek, Michigan, responded with a grants package called "Project Breakthrough." It supported the establishment of both a Canadian studies project and an international office and the operation of these for two years.

During that period the Canadian studies project published Communique: Canadian Studies; established a liaison network of representatives from 51 community colleges; organized national conferences, workshops and seminars on Canadian studies; and provided the focus for the development of a heightened Canadian studies presence in Canada's non-degree-granting post-secondary institutions.

To Know Ourselves, the report of the Commission on Canadian Studies, contained a chapter devoted to the development of Canadian studies in community colleges. It found "...many exciting and innovative developments in Canadian studies occurring at community colleges across Canada," and it commended the ACCC for its work.

The Commission's report was taken seriously by the ACCC and its Canadian studies project. The ACCC congratulated the AUCC for having commissioned the work, and the ACCC prepared its own document entitled Implications of the Report of the Commission on Canadian Studies with Particular Emphasis on the Community College Recommendations. This was the result of deliberations by a special ACCC task force on the Symons report, consultations with the Canadian studies project's liaison network, discussions by the ACCC's board and meetings of its staff.

The document said, in part, that the ACCC supported the recommendations in the Symons study, and that it would work to carry them out. At the November, 1976 meeting of the Association's project, at which 54 colleges were represented, a resolution was passed which pointed to the need for colleges to approach appropriate ministries and agencies to seek special funding for the promotion of Canadian studies "...as an integral and essential part of the formal education of students in community colleges." The resolution also indicated support for the spirit and intent of the 20 recommendations contained in the Symons chapter on community colleges.

One of the objectives of "Project Breakthrough" was to allow the ACCC to raise additional funds for the continuation of its project. Consequently, the Association approached the Department of the Secretary of State with a major proposal which reflected the ACCC's interest in the Symons report and its desire to help colleges develop curriculum and materials which related to Canadian situations and circumstances.

On November 22, 1978, the Secretary of State announced a grant of $325,000 per year for three years to this organization. The areas earmarked for the grant were the development of learning materials suitable for college use,

sharing of information through the publication of a bibliographic journal and a newsletter; the development of a human and physical resource registry; a program of liaison and conferences; a program of exchanges; and support for project staff and overhead.

As mentioned, this grant was received in late November, 1978, in the middle of the academic year. Because of the need to hire staff from positions in colleges, work on these projects was not begun until the summer of 1979. There are now six staff working in the Canadian studies office of the Association.

The learning materials development aspect of their work is designed to award funds to publish and disseminate print and non-print materials to advance Canadian studies and Canadian content in the colleges. By October 1, 1979, (deadline for the first set of proposals) 11 were received and $27,952 was awarded to six of them. The second set of awards, totalling $37,853 were announced in early May. Of 22 new proposals, 17 were funded. Recommendations on the submissions were made by the Project's Advisory Committee and decisions made by project staff. From these grants the following publications have appeared: a bibliography on ethnic resources in British Columbia; volume 1 of The Annotated Bibliography of Canada's Major Authors; and the manuscript for Education on the Road: A Guide to Study/Travel and Student Exchanges for Canadian Community Colleges.

The information-sharing functions of the ACCC Canadian studies project are divided into four different plans: the clearing house, Communique: Canadian Studies, the Canadian Studies Bulletin des études canadiennes, and College Canada.

The clearing house concept uses the project office for the collation and dissemination of information and materials of interest to those teaching Canadian studies or using Canadian content materials in their courses. It also encourages others to use these techniques. There are 102 participating institutions in the liaison network. A provincial breakdown shows that in British Columbia 19 institutions belong; Alberta 15; Saskatchewan 17; Manitoba 3; Ontario 22; Quebec 10; New Brunswick 8; Nova Scotia 4; Prince Edward Island 1; and Newfoundland 3.

Communique: Canadian Studies was founded in 1974 and published quarterly until the expiration of the Kellogg grant. Publication has just been resumed. The first issue is on "Archives" and is co-edited by Marcel Caya, McGill University archivist and a former research associate with the Commission on Canadian Studies, and Marion Beyea, the provincial archivist of New Brunswick. The Secretary of State project provided for the development of a human and physical resource registry. That has been integrated into the new Communique format with the approval of the department in order to provide a broader-based resource package. The fall, 1980 issue of the biblographic guide will be devoted to a multidisciplinary examination of Alberta. Future plans include issues on women, labour and business.

Canadian Studies Bulletin des études canadiennes is published monthly during the academic year. Ten issues have appeared to date. The first three were "broadcast" mailed in quantities of 3,000 to 5,000. Recipients were asked to mail in a coupon to be placed on the permanent mailing list. The mailing list now stands at 2,600 and it includes 2,000 college faculty and administrative staff, all federal Members of Parliament, all chief executive officers of colleges, the Ministers of Education and their Deputies, the ACCC board, a number of Canadian governmental and international agencies, and foreign Canadian studies groups.

In addition to these publishing activities, the project periodically publishes articles in the ACCC's monthly newspaper, College Canada.

The third major function of the project is to encourage liaison and to operate conferences. The ACCC project has an effective and close relationship with the Association for Canadian Studies and the AUCC. In addition, members of the project have established contacts with a number of Canadian and foreign organizations interested in the study of Canada. Regional meetings have been organized by the project. To date seven meetings, one each in British Columbia, Alberta, Ontario, Quebec and Nova Scotia, and two in Manitoba, have drawn a total of 184 delegates from 40 colleges. Each meeting was planned by local liaison people, and each was organized around themes such as "Canadian Art and Canadian Studies," and "Canada Beyond the Symbols."

A National Advisory Committee representing all regions of the country was established to aid the CS project. Three of its 17 members were appointed to the ACCC board, the remainder were elected at regional meetings. The Committee has met at the ACCC's national conferences in Montreal in May, 1979, and in Wolfeville, Nova Scotia, in June, 1980. It is involved in preparing budgets, in making recommendations for awards, and in establishing policies and priorities for the project.

During its first year, the project has emphasized the need for greater Canadian content in all areas of community college curriculum. College teachers are being encouraged to relate what they do to Canadian issues and to use Canadian materials and examples in their teaching. This is a valuable approach to take in colleges, which have mandates to provide technical and vocational training as well as university transfer programs, liberal and applied arts courses, and professional career education.

Although not part of its grant, the ACCC has operated a major student exchange program with support from Open House Canada. This year, the Association received $250,000 from that branch of the department and operated over 700 short term exchanges, usually of 10 days' duration, involving college students from coast to coast.

The ACCC generously provided support for the research of this paper. Project staff contacted the 160 community colleges in Canada for information on their Canadian studies and Canadian content work, and they asked about institutional responses to the report of the Commission on Canadian Studies. About 15 per cent of those surveyed responded: Algonquin College,

Bay St. George College, Camosun College, Capilano College, Conestoga College, Fanshawe College, Georgian College, Humber College, Kelsey Institute, Keyano College, Mount Royal College, Northern College, the Nova Scotia Land Survey Institute, the Nova Scotia Institute for Technology, Olds Community College, the Pacific Vocational Institute, St. Clair College, Seneca College and the Saskatchewan Institute of Technology. In addition, there are a number of colleges which operate Canadian studies programs but which did not respond.

None of the respondents had formal reviews of the findings in the report of the Commission on Canadian Studies. However, a number of them have been influenced by the report.

For example, Camosun College reports that since 1976 its curriculum in Canadian studies has expanded in the following areas: Western Canadian history, minority group study, women's studies, women's history, Canadian sociology and topical issues in Canadian society.

Capilano College has addressed the recommendations by including Canadian content in more courses and by identifying courses with Canadian content in the college calendar. A concern for Canadian content has begun in technical and vocational programs: it has been accomplished in the academic program. Capilano formally established a Canadian Studies Committee in the past year.

Conestoga College reports that, as a result of the Commission's work, it revised curriculum in many programs and has worked on the development of learning materials specific to the Canadian condition.

Mount Royal College in Calgary has addressed several of the recommendations by co-hosting a cultural identity conference and by exploring possibilities for cooperative projects with the University of Calgary and their Canadian studies program. They have taken an active role in promoting travel and exchange programs, and have had five Open House Canada exchanges.

Northern College reports that it has integrated Canadian studies into all of its programs and courses, and that applied courses are all firmly grounded in Canadian studies.

Olds College, which co-hosted the cultural identity meeting with Mount Royal, reports that the Commission has heightened interest in Canadian studies, and that this manifests itself through greater involvement in conferences, exchanges and in travel/study programs.

St. Clair College undertook a "systematic study of Canadian content in current courses" which revealed that 18 course offerings could be considered under the heading Canadian studies. Numerous others are dependent on Canadian content. Travel and exchange programs exist as a Canadian studies credit offering or as part of the tourism program. Professional development for staff has included language programs. In cooperation with the University of Windsor, St. Clair has developed a college archival collection, Canadian-American seminars and conferences on regional history.

The Saskatchewan Technical Institute "has taken some steps...to address a number of the recommendations made by the 1975 Symons Commission on Canadian Studies." Instructional and administrative staffs were made aware of the Commission's recommendations. Efforts were directed at the identification and improvement of Canadian content in existing courses rather than by the development of a formal Canadian studies program. The library was asked to place more emphasis on the acquisition of Canadian materials, and a student exchange program was initiated with several eastern colleges under the sponsorship of the ACCC.

Several of the respondents noted plans to develop Canadian studies. For example, the College of Cape Breton is planning to institute a Canadian studies program, and Camosun College is looking at formalizing its offerings in Canadian content into a certificate program. At the Kelsey Institute, the Faculty Council has been asked to establish a Canadian studies committee. Mount Royal College is working to establish links with the Canadian studies program at the University of Calgary.

The fact that so few of these institutions responded to enquiries about the Commission on Canadian Studies, and about the field generally, may indicate that many of them see Canadian studies as the preserve of the Social Sciences and Humanities. For many colleges Canadian studies is a frill--something that is not seen as part of their responsibility to provide technical and vocational training.

For this reason, it is important that the ACCC has a Canadian studies project and that this project relate its work not only to Canadian studies, formally defined, but to Canadian content as well. As the Symons report noted, community colleges have a special responsibility to address community needs and concerns in their curriculum programs.

The Association of Canadian Community Colleges has been given $975,000 to do this work over the three year life of the current grant from the Department of the Secretary of State. The project is just concluding the first year of its grant. It is hoped that these important and pioneering efforts will help the colleges live up to their rich promise, and that when further funding is sought, the department will consider the very real contributions that the colleges can make to Canadian studies.

THE ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA (AUCC)

The Association of Universities and Colleges of Canada established the Commission on Canadian Studies in 1972, and asked Professor Symons to examine the extent to which teaching, research and publication at Canada's universities and degree-granting colleges were related to Canadian interests and concerns. The AUCC was responding to pressures which had been building in the Canadian academic community since the late 1960's as a result of the publication of Mathew's and Steele's The Struggle for Canadian Universities: A Dossier. This had sparked a national debate about the "de-Canadianization" of the Canadian universities which raged for several years.

The AUCC represents degree-granting post-secondary institutions. It operates a fairly extensive committee system including, for example, The Canadian Council on Animal Care, the Committee on International Programs, the Committee on the Status of Women in Universities, the Consultative Committee on Student Affairs, the University Learning and Teaching Committee and the Metric Committee.

After the release of To Know Ourselves, the AUCC established an ad hoc committee on the report on November 4, 1976. Its terms of reference were "To study the recommendations resulting from the Symons report" and "To recommend to the board appropriate actions to be taken regarding those recommendations." Originally established to operate for one year, the committee's mandate was renewed in 1977, 1978, 1979 and 1980. The current membership is: H. Ian Macdonald (chairman), Paul Fleck, Roger Bernier, Warren Kitts and T.W. Acheson. The secretary to the Committee is Denise Michaud.

This committee was a direct response by the AUCC to recommendation five in the curriculum chapter of To Know Ourselves. At its first meeting it established priorities and has systematically addressed a number of the recommendations in the Symons study directed to the AUCC. Those recommendations treated as first priorities were 54 and 60 from the curriculum chapter, and 41 on science.

Recommendation 54 called on the AUCC to work closely with the Department of the Secretary of State and the Council of Ministers of Education of Canada (CMEC) "to prepare and implement a substantial program designed to promote a working proficiency in the two official languages of Canada among university students, graduates, teachers and administrators." On June 20, 1978, the AUCC board of directors decided to ask Laval University to undertake a study to determine current university language requirements and to determine if universities were able to fulfill these requirements. That Laval report was discussed by the AUCC board at its March, 1980 meeting and it was referred to the ad hoc committee on the Symons Report for follow-up. The matter is now under review.

Recommendation 60 called on AUCC, with the support of the Secretary of State and the CMEC, to initiate arrangements for a national approach to cross-registration between universities in Canada. This would allow a student to follow a degree program at several universities. This was referred to AUCC members for comment and discussions were held with the Association of Registrars of the Universities and Colleges of Canada (ARUCC). ARUCC suggested a major study, not only of cross-registration, but also of the issue of transferability of credit between universities, and between colleges and universities. This was referred by the ad hoc committee on the Symons Report to the AUCC executive committee in early fall, 1979 and the matter is now under review.

Recommendation 41 in chapter four said:

> The universities, through the AUCC, should examine the problems that may arise from the trend in

> government policy to make increasing use of mission-oriented research agreements and contracts, in order to ensure that academic freedom and the quality of university research remain paramount over the legitimate, but not necessarily harmonious, requirements of the government departments involved in such agreements and contracts.

The committee considered this a major concern and, with the concurrence of the AUCC board, it solicited opinions. It approached the Canadian Association of University Research Administrators (CAURA). The president of CAURA responded by reiterating the need to assure that a significant portion of the research capacity of the universities remain available and properly funded for peer-judged, curiosity-inspired research, particularly in view of the increases in governmental mission-oriented research.

The committee decided to leave the question of recommendation 41 to the Council of University Presidents which discussed the matter in March, 1979. Following that, the Council addressed A Brief on the Role of Canadian Universities on Research and Development to all Canadian governments and granting agencies. This documented the worsening state of university research, and it urged governments' consideration of the need for major overall improvement in the climate of research in the university sector, including an expansion of basic research and the exploitation of opportunities for applied work.

There were three second priority recommendations dealt with by the ad hoc committee, as well. The first was 7(d) in chapter three of To Know Ourselves which encouraged the AUCC to give active support and encouragement to a number of proposals designed to advance the place of Canadian studies in the university curriculum. These included research on alternate approaches to Canadian studies through course content, program orientation, teaching methods and organizational frameworks. This also included the convening of small working groups in each region of the country to examine curriculum needs in Canadian studies.

The committee decided to adopt a descriptive and stimulative role in all of this rather than an evaluative one. Further, rather than monitoring developments in Canadian studies and Canadian content annually, the Committee, with the concurrence of the board, wrote to the learned societies in January, 1980, informing them that the committee planned to communicate with them by mid-1981 to obtain information about curriculum changes in their fields in relation to Canadian studies and Canadian content.

Recommendation 17, also of second priority, called on the AUCC to cooperate with governments to make an inventory of existing centres, institutes and programs of trans-disciplinary research in Canada, including an assessment of the current state and future needs of such activity. Lists of research institutes and centres are published with institutional entries in the AUCC's Directory of Canadian Universities 1979.

Recommendation 21, in chapter nine, (another second priority matter) asked the AUCC and the ACCC to work closely with national and provincial museums and galleries to develop a procedure by which all universities and community colleges would be regularly informed about media materials available from museums and galleries. Such information should then be circulated widely to all teaching departments. The executive director of the AUCC reported to the ad hoc committee on December 6, 1978, that the AUCC was in the process of establishing strong links with these bodies. He said that museums and galleries were not necessarily organized to provide information on media materials in standardized fashion, and that no information had been gathered or received on the availability of audio-visual materials suitable for use at the university and college levels. The National Museums of Canada had indicated, he said, that they do not have information of that kind.

The AUCC ad hoc committee has been dealing with 14 other recommendations put to the Association by the Symons Commission. The following are some salient points on some of them:

Recommendation 11, chapter three, called for an annual publication providing statistical information and analysis about Canadian studies at the postsecondary level. It would include lists of courses and programs at all levels, information about research activities, and lists of financial grants and awards made in this field to students and faculty members. The ad hoc committee decided that the recommendation was too large to be useful and implementable within reasonable time limits. The Association for Canadian Studies was asked if it might take on this task, and is considering doing so.

In chapter six on Canadian studies abroad, there were a number of recommendations related to the AUCC. Recommendation 14, for example, commended the work of the AUCC's International Programs and Awards Division and recommended that the full costs of this service be met by an annual grant from the Department of External Affairs. This has been done.

In the audio-visual chapter, recommendation 9 called on the ACCC and the AUCC to establish a joint standing committee on audio-visual and other media resources. The committee "took cognizance" of the National Film Board's publication of an annotated film guide to films in support of Canadian studies, and noted the need for access to materials from all quarters. The committee recommended to its board of governors that each learned society be asked to establish a committee to examine the availability of media for teaching purposes in the Canadian fields within their disciplines; to point out the obvious gaps; and to communicate their needs to the National Film Board. The committee also recommended that this request be addressed to directors of continuing education in Canadian universities. The AUCC board passed an amended version, suggesting that the Learned Societies communicate their needs directly to the Secretary of State and that the Canadian Association of University Continuing Education be contacted rather than the directors of continuing education. A summary of responses from some of the Learned Societies received by AUCC is being prepared, and will be distributed to members of the ad hoc committee.

Recommendation 23 in the same chapter calls on the Department of the Secretary of State and the CMEC, working closely with the AUCC, the ACCC and with interested private and public funding agencies, to:

> ...undertake a complete review of existing programs and courses of media studies and training in Canada...to assess present and future needs for such courses and the effectiveness of existing funding arrangements for media production, training and study.

At a meeting on June 17, 1979, the ad hoc committee reviewed programs of study in communications, film, radio-television and audio-visual courses at community colleges and universities. It noted that there were no courses available in parts of the Maritimes and they had some difficulty in assessing market needs for graduates from these programs. The Committee decided to recommend to the AUCC board of governors that the regional and provincial university associations be asked to comment before the committee would consider it further. The board concurred.

Chapter 10 in the Symons report, devoted to the private donor, contained three recommendations which were addressed by the committee:

> Recommendation 21: The AUCC, in cooperation with other interested organizations, should sponsor information sessions and workshops on the subject of fund-raising for academic purposes.
>
> Recommendation 22: The Commission commends the AUCC upon the useful service it has provided in publishing A Canadian Directory to Foundations, and recommends that the Association continue this service by publishing progressively more complete editions of the Directory at regular intervals in the future.
>
> Recommendation 23: Future editions of the Directory should include more information about the specific fields of interest of the foundations, an index to these fields of interest and a statistical analysis of foundation and agency giving.

The committee noted that the first part of a new and expanded version of the Directory was to be published by the AUCC in the spring of 1979, and concluded that the availability of the Directory would meet the requirements of the recommendations.

In conclusion, the AUCC ad hoc committee has addressed some of the recommendations in the Symons report. There appear to be a few which have not been considered thoroughly as yet.

The orientation of the AUCC on the question of Canadian studies has been toward Canadian content rather than formal Canadian studies. It appears that the matter of Canadian studies, defined in terms of special interdisciplinary programs, is being left to the Association for Canadian Studies. Regarding Canadian content, the Committee seems to prefer to work through the learned societies rather than with the university departments directly. This may be a wise strategy, because it helps to sensitize a number of disciplinary organizations which in other circumstances, without this kind of prodding, might neglect or overlook the matter altogether.

THE CANADA STUDIES FOUNDATION

The Canada Studies Foundation, an independent non-profit organization, was incorporated in February, 1970, as a direct result of the publication of What Culture? What Heritage? That study, by Birnie Hodgetts, indicated that "in our classrooms, youth gain at best a limited appreciation of the total Canadian environment and little awareness of the distinctive characteristics of our urbanized, multi-ethnic, regionally divided and exposed society."

The general purpose of the Foundation, quoting from its own description, is "...to identify and develop new approaches in education that will provide young Canadians with a better understanding of themselves and others as Canadians". This has been addressed through three phases of Foundation activity.

The first phase stressed the development of units of study and curricula for the elementary and secondary schools of Canada. The Foundation encouraged people from different levels of education, and from different regional and linguistic groups, to develop Canadian materials cooperatively. It was believed that this would facilitate the sharing and the use of curriculum materials developed by the Foundation.

The projects contemplated by the Foundation covered a broad spectrum of topics and a number of different curriculum approaches. The Laurentian Series pulled together teams of teachers and students in curriculum development, experimentation and exchange programs. In one effort the "Peterborough-Quebec Team" addressed technology and the impact of technology on Canadian society, both historically and in the present. The Peterborough teachers produced a unit on "Canadians and Their Environment," for example, which was translated into French and studied by the Quebec group before an exchange visit to Peterborough. The Quebec City team produced a history and geography of their city. A number of other units were prepared by them, translated and shared. The materials from the French side were never published.

Another in The Laurentian Series was the "Outaouais Project." The theme of this study, "Towards a Mutual Understanding in the National Capital Region," was developed by 16 teachers drawn from the francophone board in Hull and from anglophone and francophone public and separate school systems of Ottawa and Carleton. One unit prepared by this group was "A Capital Question," a

kit of materials and suggested methodologies for examining the role and the functions of national capitals. A second kit was "Schools in Crisis" which dealt with the question of French language schooling in Ottawa.

"The Montreal-Toronto History Project," another in The Laurentian Series, involved teachers and teacher-educators in both cities in examinations of notable Canadian historical events which had been treated differently in French-Canadian and English-Canadian historiography. Materials developed included a booklet New France, 1750-1760, which was produced in quantity in both languages and used by several hundred students in both cities.

"The Literature and Art Project," the last of The Laurentian Series, began with a major conference on the possibilities of teaching about Canada using literature and art materials. It was designed to draw on a vast range of Canadiana that had been neglected previously in the development of school curricula. But nothing was published as a result.

Project Canada West was a broadly based scheme involving 14 teams of teachers drawn from all levels of education in the four western provinces. They developed and tested a wide variety of multi-media materials on topics like the study of the phenomenon of rural-urban transition, the Canadian city seen through poetry and prose, how identity develops in a modern society, and the problems of the Indian and Métis peoples in modern urban settings. Project Canada West had its own board of trustees, a full time director and support staff.

Project Atlantic Canada was similar in intent to the Project Canada West. In it, teams of teachers and teacher educators worked on a variety of topics to develop materials on regionalism and cultural diversity.

The Multi-Media Project in Canadian History was headed by Dr. John Saywell, and it employed skilled actors and original documentary materials to produce film strips and manuscripts on four topics: "The Rebellions of 1837;" "Taming the West"; "The Boom Years (1900-1914)--Poverty and Prosperity;" and "The 1920's and 1930's." These did not appear in published form.

The Geography of Canada Project involved the development of a short series of monographs on various topics in Canadian geography including: "The Emerging Regional Pattern in Canada;" "Regional Development and Regional Disparities;" "Urbanization;" "The Canadian Resource Base;" and "Canada's External Geographical Relations."

The Guidelines Project involved representatives from each of the projects. It grew from problems encountered and from a realization of the need to ensure that all projects were in accordance with Foundation objectives. Each director prepared a document stating the objectives of his project and its relationship to those of the Foundation. The secretariat formulated precise guidelines for this purpose and a new basic statement of the rationale for Foundation activities was developed.

The foregoing are examples of the work done by the Canada Studies Foundation during what has been termed Phase I. These efforts were funded by private sources, principally from major multinational corporations.

By 1975, however, the Foundation needed to consolidate and to integrate its projects into the Canadian school systems. Funding for Phase II was secured from the CMEC and the Secretary of State.

This aspect of the Foundation's life consisted of publishing Phase I materials where possible, and ensuring broad dissemination of them. Development, field-testing and revision of manuscripts and materials were undertaken and publishers were approached. Phase II also had two major curriculum themes, "Canada as a Federation Under Stress," and "Canada as an Urbanized, Technologically Advanced Society." Ten projects were developed: Mosaic; La Correspondance scholaire et l'étude de la réalité francophone; Canadian Cultural Studies; Projet diversité culturelle; Perspectives Canada; L'Atlas pédagogique du Canada français; Canadian Socialization: Women and Men in Canadian Society; Technology: Its Impact on Canadians Past, Present and Future; and Canada's Political and Economic Systems. Publications have resulted from each of the 10, and it is a process which continues with Phase III.

These are examples of the kinds of Phase I materials that found commercial publication. A five-volume series of French language materials, including Les Deux-Canadas 1760-1810, was published by Guerin. The final two volumes and a teacher's guide to the companion English language series were published by the Ontario Institute for Studies in Education (OISE): Debates About Canada's Future 1868-1896 and Lower Canada in the 1830's. In 1978 OISE published three books from the industrial relations projets: Unions and the Collective Bargaining Process, Union Organization and Strikes, and Technological Change and the Workforce. The Atlantic Privateers (Their Story - 1749-1815) by John Leefe was published by Petheric Press in 1978. In the same year, Dundurn Press published a series of nine monographs entitled The United Empire Loyalists.

When commercial publication could not be arranged, other means were explored. In 1978, for example, the Brunskill team of Project Canada West printed and sold Identity in a Canadian Community, a series of four teachers' manuals, a student resource book and an evaluation book, on their own. The New Brunswick Teachers' Association and the Nova Scotia Teachers' Union gave assistance for the printing and distribution of some of the Atlantic Canada Project units, including Folklore as a Means of Enquiry: A guide for Teachers, The Americans in our Midst: What Can They Tell Us?, and Values Issues for Canadian Youth. Arrangements were made to place all unpublished materials in the OISE Instructional Materials Centre.

Another aspect of Phase II was communication. The Foundation publishes Contact on a frequent basis to inform about 4,000 persons of its work and other Canadian studies topics.

As Phase II came to a close, the former Director of the Foundation, Paul Gallagher, and the Chairman of the Board, A.B. Hodgetts, wrote about what had been accomplished and what still needed to be done. Entitled Teaching Canada for the 80's, this monograph favours a consistent pan - Canadian view of the study of this country to bridge the regional and cultural gaps dividing Canadian society. This approach, argued against by some, has many supporters. Gallagher and Hodgetts suggest that a national Canada studies curriculum should have four major topics in mind: the Canadian environment, the Canadian political system, the Canadian economic system and the study of pubic issues in Canda. Teaching Canada for the '80's was the topic of a major conference co-sponsored by the Foundation, OISE, the Ontario Teacher's Federation and the Canadian Foundation for Economic Education.

The Foundation adopted these themes as the basis for its grant applications to the Department of the Secretary of State. On November 22, 1978, the Foundation was awarded $290,000 for the first year and $210,000 for the second year to carry out a two year plan. Given the scheduling of the payments of the grant, this funding will be stretched through to mid-1981.

In Phase III, the Foundation plans to relate all of its work to the four themes described in Teaching Canada for the '80's. The broad general goal is to translate the theoretical considerations in this position statement into classroom reality through the development, field testing, publication and distribution of materials, and by running teacher education workshops on them.

Regional centres are being established for this work with communication between them to ensure a pan-Canadian focus. The centres are at UBC, where work is being coordinated on the public issues theme; at the University of Manitoba where the political system monographs are being prepared; at the Laval Centre, where public issues are being worked on; at the Atlantic Institute of Education, which is dealing with the Canadian environment theme; and at Trinity College School, which is the centre focussing on the economic system of Canada at work.

At each centre, authors have been signed to prepare academic and pedagogic monographs. Drafts of the manuscripts are to be completed by the summer of 1980. OISE Publications has agreed in principle to publish all of the monographs, subject to review. The manuscripts are also being exchanged between centres for evaluation. Teams of teachers are developing prototype student materials based on them, and the materials will be field tested during the fall of 1980 and the spring of 1981.

In addition to work in these centres, the Canadian Foundation for Economic Education (CFEE) is developing a series of pamphlets for use by teachers and students. They will address the concepts being utilized by the TCS centre (the CFEE is collaborating with the TCS centre on this work). As well, the Ontario Association for Geographical and Environmental Education (OAGEE) is developing "inquiry-oriented" student materials for the non-academic stream student using Ontario geography guidelines and principles enunciated in Teaching Canada for the '80's.

Over the past three years, the Canada Studies Foundation has been publishing The Walter L. Gordon Lecture Series using money from a special fund administered by the CSF and set up to hold the lectures and publish the talks. Since 1976, three monographs have appeared, the first on The Role of Government in Canadian Society, the second on Goals for Canada, and the third on An Economic Strategy for Canada.

The Canada Studies Foundation appears not to have been greatly influenced by the report of the Commission on Canadian Studies. The Foundation notes that the first two volumes of the Commission's report do not address, explicitly, the state of teaching Canada at the schools level. However, several issues of Contact have handled questions raised in the Symons study. For example, Contact (Number 44) dealt with the science education issues raised by the commissioner and his staff.

Nevertheless, as the director of the Foundation notes, "In spite of the fact that To Know Ourselves has relevance for the Canadian school system, it is perceived (if perceived at all) as a document for the universities. The vast majority of practising teachers ... likely have hear of the Symons Commission. This could be worse. Almost no teacher has even heard of the OECD review."

If this is the case, it is a tragic one. Both the OECD study and the Symons report are fundamental focuments about the state of education in Canada in the mid-1970's, and both have serious implications for curriculum research, planning and practice in the 1980's.

The role of the Canada Studies Foundation, once the final two volumes of the Symons Commission appear, will be crucial because of the networks of contacts and of influence that the Foundation has established over the last 10 years. One hopes that the Foundation will be able to support the Commission by faciitating debate and by providing input to the Commission in the last stages of its work. In order to do these things, the Canada Studies Foundation must continue to exist.

CONCLUSIONS

The four organizations described in this chapter have important roles to play in the development of research, teaching and publication about Canada. Each has a separate constituency, and by working together they complement one another. Three of them have been able to advance their plans significantly since the release of the Symons report because of the support received from the Department of the Secretary of State. The fourth, the AUCC, has submitted a proposal which the department was willing to fund, but in the negotiations that ensued it became clear that provincial governments considered federal funding of a series of presidents' grants an improper interference in their jurisdiction. Nevertheless, the AUCC committee on the Symons report plays a valuable role by sensitizing university administrations to the challenges faced by Canadianists.

Each of these organizations, with the exception perhaps of the AUCC, is "softly" funded. This means that they depend on program grant money, rather than on funds generated in a regular and predictable way from their constituencies. For this reason, and because of the contributions that they are making and can make, it is imperative that government consider ways to develop a long-range plan for their support. This would provide them with planning time and money at a crucial stage in the development of Canadian studies in schools, colleges and universities.

The Association for Canadian Studies is a small association which has demonstrated considerable potential for growth: its numbers have increased form 110 to 450 in about 20 months. It is underfunded at present and is unable to take advantage of many of the opportunities offered it to enhance Canadian studies, especially at the university level.

The Association of Canadian Community Colleges' Canadian studies project is unique and is an important development in the field of Canadian studies. The colleges of Canada are in a peculiar position, vis-a-vis the universities. They are not eligible for grants from granting councils which primarily fund research. The community colleges are essentially teaching institutions, and are not research oriented. This means that the only source of developmental funding for Canadian studies in the colleges is that provided to the ACCC by the Department of the Secretary of State. Colleges are also unique in that, as relatively new institutions, they have little or no endowment funds. In addition, because they are relatively new Canadian institutions, the publishing industry has been slow to recognize the unique textbook needs of the colleges. All of these conditions, and more, underscore how important it is that the ACCC Canadian studies project continue and flourish.

The Canada Studies Foundation is a well-established presence on the Canadian studies scene. It has been able to develop a network of committed Canadianists at the schools level. The Foundation fills an important role in the development of Canadian school curriculum and Canadian studies teaching strategies. Emphasizing national curriculum questions as it does, it complements the work that is done in the provinces by departments and institutes of education. Its particular emphasis on teacher-in-service education for Canadian studies is especially valuable at a time when there is little mobility within the teaching profession and when there are so few new hirings. Canadian studies can only be advanced in this static situation through the development of appropriate materials and training strategies for teachers in the classroom. The Canada Studies Foundation is well placed to do both.

The Association of Universities and Colleges of Canada has done the field a great service by sponsoring the Commission on Canadian Studies. In addition, the AUCC has thoughtfully and deliberately considered the recommendations in To Know Ourselves which were directed to it. The AUCC Committee on the Symons report can do an important job by sensitizing the university administrations to the needs for Canadian studies.

It is lamentable that only $120,000 of the current $1.5 million in Canadian studies grants is earmarked for the universities of Canada, and that only partially. As the conclusions to the university chapter in this report indicate, university needs are great and the problems faced in the development of Canadian studies programs and curricula are immense. Clearly, strategies have to be developed to get funding into the universities to advance fledgling Canadian studies programs.

Given the low priority that Canadian studies seem to have in so many of the universities of Canada, it appears that the best vehicle for funding Canadian studies is through the four national organizations. Discussions should take place, on a tri-partite basis perhaps, between the Department of the Secretary of State, the ACS and the AUCC to solve the problems which have blocked attempts at funding in the past.

REFLECTIONS ON THE SYMONS REPORT

THE STATE OF CANADIAN STUDIES IN 1980

CHAPTER FOUR

RESPONSES TO THE COMMISSION ON CANADIAN STUDIES IN SOME LEARNED JOURNALS AND BY SOME DISCIPLINARY AND PROFESSIONAL BODIES

RESPONSES TO THE COMMISSION ON CANADIAN STUDIES IN SOME LEARNED JOURNALS AND BY SOME DISCIPLINARY AND PROFESSIONAL BODIES

Most of what follows is intended to illustrate the variety of responses and the diversity of comment that Professor Symons and his colleagues elicited from the public and from the scholarly community.

The first section describes, in general terms, the reaction of the popular press, both newspapers and magazines, to the report. It also provides some examples of the commentaries on the report found in the university and the academic press. Section two sketches some examples of organizational reactions to the report. This includes illustrations drawn from those associations and societies which are interest groups, public action or public service organizations and scholarly or learned societies. The final section of this chapter is devoted to several examples of responses from the professions to the analyses and the recommendations in To Know Ourselves. Management and law are emphasized as representative fields. The popular press, both newspapers and magazines, carried a number of articles about Professor Symons' work, as well as synopses of his study. The tenor of their treatment of To Know Ourselves is illustrated by these examples of headlines accompanying various articles and editorials.

"Canadian Studies Report Harsh with Universities,"
Vancouver Sun, March 8, 1976.
"AUCC Report Deplores Low Canadian content,"
The UBYSSEY, March 9, 1976.
"Canadian Studies Neglected ... And It's Our Own Fault!"
SFU Week, March 18, 1976.
"A Truly Disturbing Prospect,"
Edmonton Journal, April 5, 1976.
"Transplanted Ivy,"
Calgary Albertan, March 22, 1976.
"Academic Snobbery leaves trail of ignorance about Canada,"
Calgary Herald, March 6, 1976.
"Canadian Studies Ignored by Colleges and Universities,"
Red Deer Advocate, March 9, 1976.
"More Emphasis urged for Canadian Studies,"
Lethbridge Herald, March 6, 1976.
"Appalling State of Canadian Studies,"
Star Phoenix, Saskatoon, March 16, 1976.
"Appalling state of studies at Universities,"
Leader Post, Regina, March 15, 1976.
"Universities Indifferent to Canada,"
Winnipeg Free Press, March 8, 1976.
"Canadians Don't Know Much About Themselves,"
Bulletin, University of Manitoba, March 17, 1976.
"Canadian Universities Indifferent to Canada, Report Says,"
Globe and Mail, March 6, 1976.
"Canadian Studies Neglected,"
The Ottawa Journal, March 6, 1976.

"Canadian colleges responsible for dismal history awareness,"
The Citizen, Ottawa, March 6, 1976.
"Il faut convaincre les universitaires de la valeur du Canada,"
Le Droit, 6 mars 1976
"Universities Neglect Canadian Studies Commission Reports,"
Toronto Star, March 6, 1976.
"Trail of Ignorance on campuses blasted,"
Windsor Star, March 6, 1976
"Universities Ignore Candian Culture,"
Peterborough Examiner, March 6, 1976
"Nind Says He'll Act on Symons' Report,"
Peterborough Examiner, March 8, 1976
"Universities Urged to Broaden Studies of Canadian Culture,"
London Evening Free Press, March 6, 1976
"Educating Universities to accept the importance of Canadian culture," London Evening Free Press, March 11, 1976
"More Canadian Courses recommended,"
Hamilton Spectator, March 6, 1976
"Study Finds Ignorance of Canada on Campuses,"
Brantford Expositor, March 6, 1976
"Canadian Studies Needed,"
Guelph Mercury, March 8, 1976
"Are the Academics in Hiding?"
Kitchener Waterloo Record, March 13, 1976
"The Sad State of Poli Sci,"
Brampton Daily Times, March 18, 1976
"Politics Should Make Use of the Academic Community,"
Welland Port Colbourne Tribune, March 15, 1976
"Snobbery, Hostility in the Ivory Towers leaving Trail of Ignorance on Campuses," St. Catherines Standard, March 8, 1976
"Canadian Studies feel 'trail of ignorance,"
St. Thomas Times-Journal, March 6, 1976
"Attention Needed for Own Country,"
The Barrie Examiner, March 6, 1976
"Campuses Show Learning Lack,"
Chatham News, March 6, 1976
"Canadians Need to Know More About Own Land,"
Cornwall Standard Freeholder, March 6, 1976
"Queen's Sold Short By Commission,"
Kingston Whig Standard, March 18, 1976
"Report Asks Boost in Universities' Canadian Studies,"
The Montreal Star, March 6, 1976
"College Level Studies Needed on Canada,"
The Gazette, Montreal, March 6, 1976
"L'ignorance de l'histoire,"
Saguenay Le Quotidien, March 6, 1976
"Le rapport de la Commission Symons,"
Le Devoir, editorial, April 13, 1976
"Un inquiétable bilan des études canadiennes dans les collèges et universités du pays," Le Devoir, April 13, 1976
"Problem in Universities Typical Canadian Malaise,"
The Evening Patriot, Charlottetown, P.E.I., March 15, 1976

"Pass Marks for UNB,"
Moncton Times, March 11, 1976
"Report Contends Trail of Ignorance across Campuses,"
St.John's Evening Evening Telegram, St. John's,
Newfoundland, March 6, 1976

The periodical press addressed the report as well. Weekend Magazine, for example, ran a feature article entitled "Hire Education in Canada: Or Continue Losing This Country by Degrees." The Maclean's educational section in the April 5, 1976 issue was devoted to the report. In an article entitled "O Can-a-da, ignored and unknown Land," Anne Gillis characterized the study as "... a damning 350-page indictment of Canadian postsecondary institutions for failing to tackle Canadian problems, needs and hopes." National trade publications like Quill and Quire have published a number of articles on the Commission: in April, 1976, "The Archivists' Point of View" appeared, and more recently, "Symons Says" was featured in the October, 1979 issue. Canadian Forum carried "The Symons Report: A Symposium" in its July, 1976 issue.

> The report is a milestone in the continuing debate on the nature and quality of Canada's universities, which has been marked since 1969 by persistent controversy over the universities' commitment (or lack of it) to understanding their own national community. The contentious and unresolved state of that debate is reflected in the comments appearing on the following pages. Clearly the report has touched some live nerves ... It is a subject that, until now, the universities have hesitated to confront. The Symons report makes continued hesitation difficult. The Canadian Forum offers this symposium as one contribution to a debate which should not be avoided.

J.M. Bumstead, David Godfrey, James Steele, D.C. Williams, E.Z. Friedenberg, Phyllis Grosskurth, Paul Fox, Michael Oliver, David M. Payne and Pierre Savard were among the contributors.

Radio and television coverage was similar to that of the print media. Pierre Berton and Charles Templeton, for example, discussed the Symons study on their nationally syndicated radio program. Major educational papers reported on To Know Ourselves. AUCC's University Affairs and the ACCC's College Canada provided extensive coverage. The CAUT Bulletin carried an analysis by Michael Horn entitled "A Quiet Canadian Speaks Out at Last: The Symons Report on Canadian Studies." The Times Higher Education Supplement of April 2, 1976, and The Chronicle of Higher Education of March 29, 1976, both carried articles on the work of the Commission.

Interest in both the popular and the educational press was sustained and not limited to the initial release of the document. For well over a year, articles and commentaries appeared regularly and, taken together, they present formidable coverage of the study and indicate the importance given To Know Ourselves by leading editorialists and columnists.

While the quantity of press coverage has decreased over the years, the quality has not. Originally, much of the coverage was descriptive and some of it was tinged with uncritical nationalism. That has changed. Through 1977, 1978, 1979 and 1980, a number of thoughtful commentaries on the continuing importance of the report have been published, and references to the Commission's analysis of significant developments in Canada have appeared as events have dictated. Columnists like Norman Webster have used the report repeatedly, and recent articles in Halifax and Ottawa papers illustrate continuing interest in the study.

These press reactions have been, and remain, important. They point to the role that the interested lay public has played in generating an awareness of the problems identified in the Symons report, and the impact that an informed citizenry can have on political leaders and academic decision-makers as they grapple with the complex issues raised by Professor Symons and his colleagues.

Interest in the Symons report has not been solely the preserve of the popular press. A significant number of scholarly publications have addressed the document as well. Their analysis of the report, particularly their examinations of some of the detailed issues addressed in the study, provided an important indicator of the growing importance of Canadian studies to a broad spectrum of Canadian academe.

This chapter, then, contains some notes on a representative sample of articles which have appeared since the release of To Know Ourselves with commentary on the work of the Commission. This selection is a broad one and more information on responses by scholarly bodies, through conferences, associational newsletters and debates, appears elsewhere in this chapter.

L'Anthropologie Biologique au Quebec published a review which strongly supported some of the main contentions in the report about the state on anthropology, including the three principal arguments of the Commission's study, namely: that more study and research about Canadian peoples is required in anthropology as well as in other fields if Canadians are to know themselves; that such study has been neglected in many areas; and that there are often circumstances arising from the distinctive historical, geographical and cultural experiences of Canadians which will make such study profitable both for Canadians and for others.

The summer, 1976, issue of Archivaria (Vol. 1, No. 2), which is the Journal of the Association of Canadian Archivists, contained a précis of the archival section of the report as well as an overview of the general rationale for the study. Written by Marcel Caya, the archivist at McGill University, this short paper concluded that "... the chapter on archives is of great interest to archivists in Canada." The extent of the response by the archival community to the report of the Commission on Canadian Studies is detailed in chapter six of this paper. Other articles on the report have appeared in Archivaria.

The Canadian Journal of Education devoted a special issue to Canadian studies (Vol. 2, No. 1, 1977) including a review by Robin Harris. The article began:

> Since the bulk of what I have to say is highly critical, I shall begin with a clear and emphatic statement that the work of the Commission is of great significance, that it has been carried out with diligence and imagination, and that the report itself, containing as it does a wealth of information about almost every aspect of teaching and research as they are carried on in Canada, is one which no one concerned with postsecondary education in Canada can afford not to read and ponder.
>
> Of particular - and refreshing - significance is the fact that the report has direct relevance for workers in every branch of the vast complex that is the teaching-research industry: archivists, curators (of museums and art galleries), editors, journalists, librarians, publishers and radio and television producers quite as much as presidents and professors.

So much for the good news. For Harris, the bad news is that the report itself "...is close to a disaster in its overall presentation."

> It is at least twice too long, it is needlessly and annoyingly repetitive in its treatment of particular topics, it is general rather than specific in its illustrations of what is wrong, it is unemphatic in indicating what is right, it fails to provide historical perspective and most serious of all, it does not provide effective guidance as to what should now be done... no distinction is drawn between the various recommendations and suggestions with respect to relative importance. If financial or other restrictions make it necessary to choose between recommendation (a), recommendation (b) and suggestion (c), how do we decide, ...the report gives no guidance whatsoever.

The author expressed concern that the multiplicity of recommendations in the Symons report encouraged "...the tendency to the diffusion of resources."

Claude T. Bissell prepared an article entitled "The Recovery of a Canadian Tradition in Higher Education" for the Canadian Journal of Higher Education (Vol. 7, No. 2, 1977). His review complimented the Commission for drawing attention to national issues in a setting of recent public indifference to higher education.

> In this generally heavy and motionless atmosphere, the disturbance caused by the report on Canadian studies was a relief, and Professor Symons and his associates merit our gratitude for the mere fact of raising controversial questions. The very existence of the Commission and the

> report was a demonstration that the universities were not impersonal, heirarchical corporations; that they were capable of self-analysis and self-criticism and did not respond simply to public pressure.

In his article, Dr. Bissell placed the comments of the Commission on Canadian Studies and the whole "national question" of Canadian universities into the framework of the evolution and tradition of these centres. He concludes that it is important that universities examine the role that they have played and are playing in national life. He suggests the establishment of a group of interdisciplinary seminars at various universities across the country, staffed by existing faculty and post-doctoral students, and concerned with the examination of crucial Canadian problems.

The Canadian Journal of Sociology published comment on the Commission in its Vol. 2, No. 3. Prepared by Ronald D. Lambert of the University of Waterloo, this short article summarized the basic rationale of the report and provided an overview of Professor Symons' conclusions about the shortcomings of Canadian academic life in particular.

Lambert commented that Symons "...resolutely refuses to entertain a conceptual framework or even to speculate about why so many individuals have apparently foregone self-knowledge." We are left, he said, with an anomaly of national proportions, with no broad hypotheses.

> But perhaps Symons is strategically correct in eschewing theory. Perhaps he knows his audience, and knows that they will move in the prescribed direction only so long as they don't know theoretically whence they come and whither they go.

Lambert dealt specifically with sociology in the Symons report for this CJS review. He expressed concern that Symons failed, in his view, to seriously address the complicity of previous generations of Canadian scholars in the development of a sociology rooted in the study of other societies.

> These observations of what the Symons Commission has chosen not to do, however, do not detract from what it has in fact done. Other reviewers have commented on the varied and valuable contributions of the report to an appreciation of the state of Canadian studies. It is precisely what the report does not do, though, that affords some clues about directions which a hinterland sociology might take. In doing so, we might reinstate the likes of "Harold Innis on Canadian social science, not out of a sense of national obligation, but because a 'strategy of culture' finally requires a sociology of culture".

Duncan D. Campbell's review "The Symons Report: Some Implications for University Continuing Education" appeared in The Canadian Journal of University Continuing Education in Vol. 4, No. 1, Summer, 1977. Professor Campbell found that "...Much of the report is directly relevant to the educational concerns of the university adult educator ...the whole of the report ought to be considered by (them)." His article contained a review summary of some key points which would be of interest to the readers of the Journal, specifically Canadian content and context, staffing, international cooperation and "Canadian frontiers," as well as research and library resources. He concluded by saying that these items, and a host of others, provide adult educators with a significant agenda for action by both the Canadian Association of University Adult Educators and by individual extension divisions themselves.

Arctic: The Journal of the Arctic Institute of America provided a thorough review of the Symons study by W.P. Adams in Vol. 29, No. 3, September, 1976. The author noted a number of problems with the presentation of the report, and suggested, for example, that the use of graphs and tables could have helped to present some of the evidenciary material in the study. Nevertheless, he pointed out the "...extraordinary scope of (this) painstaking enquiry and that the report dealt with a number of important northern issues without xenophobia." Adams suggested that this Commission can produce at least two major results: it can significantly change present attitudes, and it can provide an invaluable basis for overview.

The Journal of the Canadian Association for Health, Physical Education and Recreation (CAPHER) carried a précis of the report over two issues, in Vol. 32, No. 1 and 2, September-October, 1976, and November-December, 1976. The editors of the Journal quoted verbatim from the Commission study with this editorial note:

> We believe this statement is of paramount importance to our field. Everyone in the profession should consider the following very seriously.

The editor expressed concern about trends in this country and models being used which posed serious problems. In athletics there is the "win at all costs ethic," and cutbacks in available monies for research in physical education and health programs. "This statement by Professor Symons should assist us in our mission. Will we be ready to follow up on his report?"

The Journal of Canadian Studies published a special section of reviews on the report of the Commission on Canadian Studies in Vol. 9, No. 4, November, 1976. There were four articles in this collection which provided a critical overview of the document.

The first article, "The Ambiguities of Analysis: The Problem of Knowing Ourselves," by Stephen Clarkson, provides a sketch of the problems covered in the report. He criticized the study for failing to present a framework of analysis and he commented that "For all its strength, this report is curiously weak." Clarkson wrote that:

> ...the data, for one thing, are lacking. The material is impressionistic ... documentation is not provided to support the report's statements.
>
> Although a reader could possibly conclude from the affirmations quoted above that a serious situation exists, such an impression is deflated by a pervasive spirit of gentle optimism.
>
> Indeed, other than identifying specific lacks in Canadian studies, the report has no real definition of the problem.

Clarkson concluded that the ambiguities of the report create ambiguities in its assessment. On the one hand, he said, the scholarly community should be grateful that so much had been put together on the state of university activities in Canada. The power of moderate thinking, he observed, is to persuade the immoderate. "The issue of Canadian studies has surely been legitimated among many reluctant nationalists." On the other hand, he said, it is sad to see how far the analysis still has to go. "For the price of a report that would gain the maximum of acceptance across Canada was to bury the most important issues of assimilation and integration."

In the same issue of the Journal, John Woods presented "Repatriating the Canadian University." He charted the varied reactions to the appearance of the report, noting that some were surprised at its mild nationalism, that others had criticized it for its technical and factual errors, and still others had responded more reflectively and philosophically. Woods speculated about the likely fate of the document.

> ...the Symons report is much more right than wrong, and the picture it paints, albeit at times in muted ochres and umbers, is a powerful one. It has touched a sensitive national nerve, and it is very unlikely that nothing will be done about it.

Woods made clear that, to him, the single most impressive feature of the report is that it "...marshals an impressive repertory of facts, facts which speak inexorably for themselves." Armed with this perspective, he devoted the bulk of his paper to an examination of the historical and present development of the Canadian university, and he posed some interesting and important questions about our future course. The value of the Symons report in all of this, he suggested, is that it has provided us with a perception of what the national problem of our universities is, and how this has happened. "We have met the enemy and it is ourselves."

The McGill Journal of Education reviewed the report of the Commission on Canadian Studies in its April, 1977, Vol. 12, No. 1. Entitled "And What About University Administrators, Tom?," this paper, by Carman Miller, provided a critical comment.

> This report...has scarcely received a flattering reception, ...Yet the report deserves closer attention if only to expose its deficiencies. On the more positive side, the Symons report is probably the most complete statistical description of the staff and resources engaged in Canadian studies at our universities and colleges. Moreover it is full of useful ideas and suggestions for the amelioration of programs, courses and resources in Canadian studies.

Miller finds the Symons study to be an "expansionist report," rather than an "isolationist document," and applauds it for addressing some of the more contentious subjects associated with the struggle for Canadian universities. The major point of this article, and its essential criticism of the report, was the failure of the Commission to examine the administration of our universities.

> ...silence will not smother the suspicion that university and college administrators have been far from vigilant and sympathetic toward the state of Canadian studies over the past decade.

The author seemed convinced that the many recommendations in the report calling for more public and private funds to support Canadian studies may not change things. Even in the days when universities had sufficient funds, during the expansion days of the 1960's, the university administrators chose to spend on other than Canadian studies programs. In fact, as Symons documents, the situation in some Canadian areas worsened. "Did they lack funds," the author asks, "or did they lack interest, courage and control?"

Miller also asks some pointed questions about university structures.

> According to Symons, past government policies and structures, their cumbersome bureaucracy, expensive duplication, lack of planning and coordination have retarded their contribution to Canadian studies. But has the record of Canadian universities and colleges been much or any better? ...how have they distributed research, library, publication and travel money? How have committees controlled by non-nationals treated Canadian applications? How do university library purchasing, borrowing and cataloguing practices, geared to a North American market, affect the development of better Canadian studies programs?
>
> Universities' mindless acceptance of American systems, their refusal to recognize the existence of a border, often has had a detrimental effect on Canadian studies. This pattern of dependency is scarcely unique to Canadian universities. Yet no one would deny that they have been anything but humble and willing followers.

The thrust of all of this argument is to pose some important questions about the attitudes of those who have been charged with overseeing the development of our institutions. The truth is that Canadian studies occupy a very low priority in the minds of university administrators. Universities, according to Carman Miller, must put their houses in order.

As mentioned in chapter three of this paper, the Association for Canadian Studies devoted its 1977 annual national conference to an examination of the various chapters of the report of the Commission on Canadian Studies. Published as one of the issues in the Canadian Issues series (Volume 2, No. 1), these conference proceedings were entitled "What Did Symons Say? A Retrospective Look at the Commission on Canadian Studies."

The volume, reflecting the work of the conference, contains papers on the major sections of the report. The rationale for Canadian studies, for example, is addressed in articles by Tom McMillan and James Steele. Archives, libraries and Canadian studies are examined by Dolores Donnelly of the Faculty of Library Science at the University of Toronto, Marcel Caya the archivist at McGill University, and by George Brandak, the UBC archivist. Twenty-two other papers appear in the volume on "Audio-visual and Museum Resources for Canadian Studies," "A Canadian Context for Business Education," "Teacher Education: The Schools and Canadian Studies," "The Universities and the Symons report," "Canadian Studies and Science and Technology," and a "Discipline by Discipline Review of the Symons Report."

The introduction to the volume notes that To Know Ourselves "...has become a landmark document for those interested in furthering the development of Canadian studies at the school, college and the university levels." "The Symons report has had an extensive impact on academic circles, but there is still much to be done to address the problems identified by Dr. Symons and his colleagues".

James Steele's comments on the Symons study appear to sum up those of various panelists who were critical of To Know Ourselves.

> Before I spell out my criticisms, however, I would like to stress that, for the most part, they have to do with what was left unsaid in the report, rather than what was said. It cannot be denied, and it must be clearly affirmed, that the Symons report is probably the most important study of Canadian education yet to have been written. It is certainly the most comprehensive account of the denatured condition of Canadian culture in the universities. The relative richness of its texture becomes apparent when it is contrasted to earlier writings on this theme ... compared to these works, the Symons report is very rich. Indeed, it is something of a monument.

The majority of the papers collected and published in this volume deal with the Symons study in these terms.

Dialogue: The Canadian Philosophical Review published "National Philosophy," the presidential address delivered at the 20th annual congress of the Canadian Philosophical Association at Université Laval, June 4, 1976, by Professor F.E. Sparshott of the University of Toronto. His text appeared in Dialogue, Vol. 16, No. 1, March, 1977.

Dr. Sparshott pointed out that this report had addressed the question of philosophy in Canada. Symons:

> ...takes notice of what we are doing and not doing and urges us to change our ways, and the aspects of our practice it considers are ones which in any case a responsible teacher will from time to time pass under review. Others will read the report, if we do not, and will ask themselves and us how we stand on it: it will become part of the background against which we are judged.

Professor Sparshott responds to the report with humour and insight. He suggests that there is no such thing as a national philosophy, that what we term German philosophy has nothing at all to do with that state, it is simply a descriptive term applied to a body of thought which evolved in a certain place but which has no essential ties to that place. He argues that philosophers manifest their Canadianism not by learning what Canada has been but by showing what it is to be, for whatever we do now will become the past of any future Canada.

> The Commission is surely right in saying that self-respect demands that we look about us, and that we attend especially to whatever is contained within the confines of the only country we have. But it may be that our duty to a national philosophy will be best fulfilled, not by debating with ourselves whether what we do is sufficiently Canadian, but by doing confidently what is in us to do, and by ensuring that in the honesty, precision and boldness of our thought we are an ancestry that future generations will be proud to claim: one whose works they will study, not as a penance, but as a privilege.

Sparshott's comments are notable apart from the fact that they appear in Dialogue. He made them as president of the Canadian Philosophical Association. That fact signals, as noted elsewhere in this chapter, the importance and the depth of debate that To Know Ourselves sparked within the Canadian philosophical community.

A very positive review of the report of the Commission on Canadian Studies appeared in Northern Mosaic, Vol. 2, No. 2, November-December, 1976. "The Symons Report: To Know Ourselves" by Evona Zawadowski, provided an overview of the findings of the Commission, with special emphasis on the importance of Professor Symons' recommendations for the ethnic communities of Canada.

> Indifference and ignorance, or even negative attitudes on the part of some Canadians with regard to matters pertaining to Canada as a whole and its culture and identity has been a shocking experience for the majority of ethnic Canadians, for the latter have an inherent patriotic attitude towards Canada - their new country.
>
> We can only rejoice that at last some of the non-ethnic Canadian educated public took up this matter and broke a sort of "conspiracy of silence" in this regard. We hope that the report of the Symons Commission will not be the last of it.

The author explains her perception of the importance that the scholastic search for self-knowledge begin in the elementary and the secondary schools. She stresses the need for curriculum to teach about ethnic heritage and ethnic culture. "The Canadian culture was created - and continues to be created - as a result of the fusion of a number of ethnic cultures (the first of which were French and English)...."

The attention of learned journals to the report of the Commission on Canadian Studies continues to this day. For example, the Canadian Historical Review has recently published a review article on the Symons study in Vol. 61, No. 1, March, 1980. Professor Stanley Johannesen of the University of Waterloo has written a review of two books which he sees as "...about the business of culture in Canada", the Symons report and Bernard Ostry's The Cultural Connection: An Essay on Culture and Government Policy in Canada.

Professor Johannesen is not impressed by the report of the Commission on Canadian Studies. He questions what the Commission really knows about various specific disciplines and areas of expertise and on what authority its knowledge rests. Johannesen sees the report as "agressively nationalist," and he asks "If patriotism is enjoined upon us as good for Canadian arts and sciences, will not more be even better " He says that the report is not sensitive to the "Republic of Letters," nor aware of the fragility of university life nor its seriousness. He claims that area studies are for the second-rate, noting that:

> While the authors of the report are envious of the extent of American studies programs in the United States, they clearly have not pondered the reason, although they note the fact, that neither Harvard nor Yale have encouraged area studies of any kind, and that American studies is widely perceived in the United States to be unwieldly, amorphous and intellectually second-rate.

No doubt Professor Johannesen will be shocked to learn that Harvard has a chair of Canadian studies and that Yale accepted from the Canadian government a bicentennial gift of a visiting professorship in Canadian studies and is raising $1 million itself to endow that arrangement in perpetuity.

In addition to this selection of learned journals and the coverage provided the report in the popular press, interest in and comment on the findings of the Commission on Canadian Studies have appeared in a number of other types of publications. For example, the university press gave it extensive coverage. Articles appeared in Queen's Alumni Review as well as in Queen's Quarterly, in the University of Guelph's BIO-Alumni News, in The Ubyssey, in the Western Gazette, in the Trent Fortnightly, and so on. Interchange, a journal of educational studies published quarterly by the Ontario Institute for Studies in Education, has carried a number of articles which make reference, in various contexts, to the report of the Commission on Canadian Studies. One such article was "Developing Curriculum for Canadian Schools: What We Have Learned From the Atlantic Salmon," by Gary J. Anderson and Ann E. Brimer of the Atlantic Institute of Education and Muriel Cooper, for the New Brunswick Department of Education. Agenda, a publication of the Science Council of Canada, devoted a lengthy article to the science and technology section of To Know Ourselves in Vol. 1, No. 1, August 1978.

From all of this it is clear that the report sparked considerable comment and debate, both in the popular and in the scholarly press, as well as in special interest publications. Much of the scholarly commentary is critical, but it indicates that the concerns of Professor Symons and his colleagues were given notice.

ASSOCIATIONS AND SOCIETIES

A number of university organizations, as well as those involved in publishing and the arts, have devoted attention to the report of the Commission on Canadian Studies. Elsewhere in this paper reactions of some have been noted; for example, the Association of Canadian Archivists' response to To Know Ourselves has been documented in chapter six. The work of the Association for Canadian Studies, the Association of Canadian Community Colleges, the Association of Universities and Colleges of Canada and the Canada Studies Foundation has been detailed in chapter three.

This portion of the report provides examples of the varying reactions to and actions based on the work of Professor Symons and his colleagues. In the first category are various specific interest groups, like the Canadian Library Association and public action groups, like the Committee for an Independent Canada. The second category consists of a number of the learned societies, bodies devoted to the development of disciplines in both the social sciences and the humanities.

SPECIFIC INTEREST GROUPS AND PUBLIC ACTION GROUPS

Thirteen different organizations, fitting the general description of specific interest or public action groups, are included here. Each is dealt with briefly but taken together, they provide a composite of the impact that the report of the Commission has had on a number of Canadian and non-Canadian organizations.

The Association of Commonwealth Universities (ACU), publishes what it calls ABCD, or the Associations' Bulletin of Current Documentation. This publication is distributed to all of the executive heads of Commonwealth universities. The ABCD devoted a major "lead" article to a resumé of To Know Ourselves in No. 24, June, 1976. The Bulletin extracted specific references to the ACU as well, and provided commentary on those recommendations in the report which dealt with Commonwealth scholarships and the like.

The Association for Institutional Research (AIR) has within it a Canadian interest group. This group sponsored a conference on university research which featured a presentation on the Commission on Canadian Studies by Tom McMillan. the Commission's research director. This event took place on May 8 to 12, 1977, in Montreal.

The Book and Periodical Development Council (BPDC) an umbrella organization which includes in its membership the Writers' Union, the Canadian Publishers' Association and the Canadian Periodical Publishers' Association, sponsored the preparation of a précis of To Know Ourselves which appeared under the title The Symons Report. This paperback version of the report was prepared for the BPDC by Jeffrey Holmes, with support from the Ontario Arts Council, to help start a Canada-wide citizen's debate about the issues in the study. The BPDC sent its Executive Director, Sheila Kierans, on a tour of Canada to speak about the Council and the Symons report, and Professor Symons undertook a number of speaking engagements in relation to the distribution of the synopsis. McClelland and Stewart printed 20,000 copies of The Symons' Report.

The Association of Canadian Map Librarians (ACML) carried on extensive commentary on To Know Ourselves in the May 1976, issue of its Bulletin. The editor penned this note:

> The pages reproduced below...come at a most auspicious time, the tenth year of ACML. Some of the points about geography and most of the points about map collections in such a widely distributed and important publication can be of great value in our discussions with administrators. This section of the report is, of course, indicative of the lack of recognition of the value of map collections. It is therefore, imperative that the administrators of the libraries become aware of these following pages.

The Association then reproduced the geography section of the report in toto for the readers of the Bulletin.

The Canadian Association of Planning Students (CAPS) hosted a conference on "Canadian Content in Planning Education" at the University of Manitoba in February, 1977. It was felt that the theme was appropriate because "...With the release of...'To Know Ourselves'...interest in Canadian content in the sphere of education has been rekindled." As a prelude to the Conference, CAPS surveyed Canadian planning schools on matters related to curriculum and Canadian content. One of the questions in the survey asked: "What action (if any) does your department plan to take with respect to the Symons report " The resolutions from this conference began with the statement:

The spirit and essence of the following resolutions were derived, in part, from the report of the Commission on Canadian Studies, by T.H.B. Symons, et al.

They called for each planning school to carefully review the level of Canadian content in its curriculum, and to identify areas in which it should be increased; that all organizations representing the planning profession and planning educators should undertake a national curriculum review with regard to Canadian content; and that all of these resolutions be carried to professional and educational planning organizations (CIP and APPCU) for discussion and adoption at the earliest appropriate date.

The Canadian Association of Research Libraries (CARL) established a committee to investigate the implications, for research libraries, of an expansion of Canadian studies programs as a result of the Symons report.

The Canadian Conference of the Arts (CCA) ran a review of the Symons study in its Bulletin of June, 1976, (Vol. 3, No.1), by Richard Courtney. It concluded by encouraging readers to purchase copies of the study, a "...serious, informed and enlightened document."

The Canadian Daughters' League made the report the subject of a special study in 1977 for the various assemblies of the League.

The Committee for an Independent Canada (CIC) established a Task Force on Education in late 1977. The chairperson of this group, Mary Miller, wrote an article in the CIC's The Independencer (Vol. 6, No. 6) in which she produced a recommended plan of action for members of the Committee. The first step, in a nine-step process, was to "review the Symons report. This was followed by admonitions to speak to teachers, trustees and officials about issues raised in it; to write to these people as new related issues arise; to urge the greater use of Canadian learning materials in schools; to urge the use of teachers' professional development to familiarize educators with Canadian materials; to check Ministry subject and study guides; to monitor the hiring of foreign professors; to enquire about Canadian materials for adult readers; and to share information through the CIC's Task Force on Education.

The Canadian Library Association (CLA) invited Professor Symons to be the keynote speaker at their 1976 conference on "Canadian Libraries in a Changing Environment." One purpose of the event was to "...seek to implement recommendations of the recent report of the Commission on Canadian Studies by providing Canadian libraries with an opportunity to 'know themselves' by coming together for this conference." Seven of the 12 sessions at this meeting held by school librarians were devoted to Canadian materials for schools. Professor Symons was asked to address a conference on the same topic sponsored by the Ontario Library Association (OLA) and the Canadian Association of Special Libraries and Information Services (CASLIS) held on February 25, 1977.

In September, 1976, the Canadian Association for Senior Adults (CASA) held a forum at which resolutions were prepared for discussion at the Association's annual general meeting. One recommendation was that:

> ...To Know Ourselves be widely circulated and discussed by all segments of society, so that plans for the future can be formulated. Copies to be sent to the ministers of education and to the Economic Council.

This recommendation was passed by the forum and presented to the 1977 AGM.

The Canadian School Trustee's Association (CSTA) discussed on February 9, 1980, an action plan to encourage greater Canadian content in the curricula and texts of Canadian schools. The Commission's report was cited as a basic document in the debate on this issue.

In a speech to the Federation of Catholic Parent-Teachers Associations of Ontario, Arthur Maloney, Q.C., quoted from To Know Ourselves at some length in his keynote address.

> As a tool for our educators of the future, the Symons report is of great significance... (it) points to the fact that many Canadians are shamefully lacking in any sort of recognizable Canadian identity. The Symons report calls out to Canadians to make collective and individual efforts to overcome this national deficiency in our people.

The Pan American Institute of Geography and History (PAIGH) hosted a conference on March 5, 1979, in Ottawa on the question of national and regional atlases. Professor Symons was invited to address the assembly. His talk, "Some thoughts on the nature and value of national and regional atlases," noted the development of the historical atlas of Canada project, a six-year, multi-million dollar effort, and Royal Society of Canada plans for the inauguration of an atlas of the north project.

SCITEC, the Association of the Scientific, Engineering, and Technological Community of Canada drew attention to the report in a special seminar on science education held in Ottawa during May of 1977, and by sending a special letter to the members of SCITEC, to the presidents of member societies and to the presidents of non-member societies drawing attention to relevant sections of To Know Ourselves.

The Writers' Union of Canada sponsored, through the Writers' Development Trust, the preparation of a series of handbooks on Canadian literature and language. The Introductory Handbook: Resource Guides for the Teaching of Canadian Literature, stated that the rationale for the project drew heavily on the findings and the recommendations in To Know Ourselves. The Trust has also produced: The North/Native Peoples, Coming of Age in Canada, The Immigrant Experience, New Land/New Language, Family Relationships, Action/Adventure, Quebec Literature in Translation, Images of Biculturalism, Social Realism, and Women in Canadian Literature.

LEARNED SOCIETIES AND SCHOLARLY ORGANIZATIONS

In addition to the responses from various specific interest groups and public action groups, there are a number of scholarly bodies and learned societies which have addressed To Know Ourselves.

The report of the Commission on Canadian Studies was released over four years ago. Since that time, as a result of a reorganization of the federal granting councils and the creation of the Social Sciences and Humanities Research Council (SSHRCC), the old Humanities Research Council of Canada (HRCC) and the old Social Sciences Research Council of Canada (SSRCC) have been renamed the Humanities Federation of Canada (HFC) and the Social Sciences Federation of Canada (SSFC) respectively. Generally it can be said that the two federations and their predecessors, organizations which have included many of the scholarly and academic organizations in Canada, have responded thoughtfully to the release of the first two volumes of To Know Ourselves.

Following the release of the report, John Banks, the Executive Director of the Humanities Research Council, circulated it to 100 key persons asking for their comments on areas of the document that related to their specific disciplines and to the work of the Council. Jan Loubser, the Director of the SSRCC did likewise, and the responses that both received provided the two councils with expert opinions in all of the social sciences and humanities. These discipline-by-discipline reviews have never been published. Based on them, both of the old councils considered the report of value and decided to develop appropriate responses.

At about this time the councils became the federations. The Humanities Federation of Canada urged its member societies to react vis-a-vis their respective disciplines. The Social Science Federation of Canada, in its Statement on the Crisis in Social Science Research Funding, drew on the report and its own assessment of it.

> ... social science research must provide self-knowledge to a society, including self-criticism and knowledge for self-development... The development of such knowledge requires a national effort of considerable proportions to which the social sciences can make a considerable contribution. Independent research carried out by social scientists in universities is an essential component of such an effort, through which critical self-examination in relation to changing circumstances can be maintained. In Canada this effort remains partial and piecemeal, as the Symons report, To Know Ourselves shows. Such government research as there is, is oriented mainly to immediate, pressing problems of interest to governments, while the long-range requirements of society are neglected or ignored.

Concluding that "...this situation cannot be permitted to continue," the Council made four recommendations to government:

(1) To immediately increase the funds alloted to Canada Council for the social sciences and humanities to compensate for the freeze, and in 1977-78 to increase substantially the funds allocated for this purpose to enable the social sciences to catch up and to develop fully the potential they now have.

(2) To give priority to the funding of independent university-based research by diverting funds from in-house research in this direction to build social science research teams and resources in the universities so that public self-knowledge of Canadian society can be rapidly improved.

(3) To establish, without further delay, the proposed new granting council for the social sciences and humanities, with full autonomy to support independent research and to develop these disciplines.

(4) To develop a long-term policy for the sustained support of social science research as a high priority, not subject to indiscriminate cuts and across-the-board measures of constraint, in order to redress the current deplorable imbalance in research support with its dangerous consequences for Canadian society.

These recommendations were approved by the Federation on June 6, 1976, and they have been, or are being, implemented. For example, the new SSHRCC is a reality. In the fall of 1979, its budget for research was increased markedly, and it has recently tabled a five-year plan which makes considerable use of the recommendations in the report of the Commission on Canadian Studies.

Following these two actions, the Development Committee of the Canada Council reviewed support given to Canadian studies by its social sciences and humanities division from 1972-73 to 1974-75. Applying the definition of Canadian studies provided in To Know Ourselves, the Committee found that 55.8 per cent of the research grand budget had been expended on Canadian studies. Over the same period 33.8 per cent of the dollar value of research grants was absorbed by projects which might be described as contributing to universal scholarship, (history and literature other than Canadian, philosophy, theoretical projects in the social science disciplines). The remaining 10.4 per cent was spent on foreign projects. In addition, over the same period, $1,005,130 was given through a special grant for work on the Dictionary of Canadian Biography.

At the invitation of the Canada Council, the Social Science Federation sponsored a week-long seminar on "Canadianization of the Social Sciences: Issues, Problems and Programs" at Stanley House, July 19 - 23, 1977. The seminar started with the Symons assessment of the state of the art in the social sciences and a review of available reactions to the report. Participants attempted to define the major issues and problems, both disciplinary and general, and to formulate recommendations for the SSHRCC, the Canada Council, the universities, the learned societies, and federal and provincial governments. A detailed report of this seminar appeared in Social Sciences in Canada, Volume 4, No. 4, 1976.

At about the same time, the SSFC gave approval in principle for a project to develop a computer based directory to the social sciences. The decision was announced with the following comment. "To paraphrase Thomas Symons, you will have participated in a project that will encourage and facilitate the social science community 'To Know Itself'." This project, if developed, could be valuable to those interested in identifying needs for transdisciplinary work in the social sciences on Canadian issues and concerns.

Finally, the Social Science Federation of Canada has just announced (June, 1980) new priorities for its work over the next several years as a result of a review of its operations. The third of these priorities will be to "...concentrate on Canadian problems." Any successes achieved by the SSFC in terms of this priority could be important contributions to our "self-knowledge."

In addition to the responses from the two federations, a number of individual academic and scholarly bodies have responded to the report of the Commission on Canadian Studies. For example, The Canadian Association of Law Teachers (CALT) passed the following motion at its 1976 annual general meeting:

> That the Canadian Association of Law Teachers support the recommendation of the Symons Commission on Canadian Studies...that a commission be set up to examine the principal aspects of the teaching of law in Canada.

In addition, the Canadian Historical Association (CHA) has long had a Committee on the Historical Profession. It was asked to comment on the report and to work with the Humanities Research Council of Canada in its examination of To Know Ourselves. The results of the Committee's work were reported in the winter, 1977 issue of the CHA Newsletter.

The CHA Committee focussed on the curriculum and the archives chapters of the report. Its comments are lengthy but a summary is possible. It generally agreed with the treatment given history in the report and approved of Symons' comments on the neglect of topics like the history of science and technology in Canada. It also approved the general thrust of the archives chapter but argued with the proposal for regional archives based at the university. It accepted the notion that all undergraduates should have an introduction to Canadian history, and that universities should offer both French and English Canadian history. However it argued against the expansion of Canadian history because this could be at the expense of other developing areas of scholarship, for example, Latin American and Asian studies, at a time of shrinking budgets. It recommended, among other things, a new building for the Public Archives, regular revisions to the Union List of Manuscripts, indexing of some newspaper collections, an increase of funding for the PAC's diffusion program, strong support for the development of the history of science and technology, the need for a stronger Society for the Study of the History and Philosophy of Science, and the need for federal support for scientific archives and museums in Canada.

The Canadian Philosophical Association took note of the report of the Commission. As mentioned earlier in this chapter, Dr. Francis Sparshott of the University of Toronto devoted his 1976 presidential address to the implications, for philosophy, of the report of the Commission on Canadian Studies. Called "National Philosophy," this address was reprinted in Dialogue and is reported under that entry at the beginning of this chapter.

It is important to note as well that the interest in philosophical circles in To Know Ourselves went beyond the Association. This is also the case with other disciplines as well. For example, Professor David Gallop presented a 25-page critique of the report in an address at the University of Guelph entitled "Philosophy in a Modern University." Professor Charles Daniels prepared a six-page commentary "Reflections on the section entitled Philosophy of the Symons Report" as his contribution to the debate.

To Know Ourselves had recommended that a major conference be held on philosophy in Canada, and that a centre for the study of Canadian philosophy be established. Both have been done. A centre has been established at the University of Ottawa, and that University hosted a conference on Canadian philosophy in March, 1979. Professor Symons was asked to deliver the opening remarks at that meeting.

The Canadian Political Science Association (CPSA), following recommendation 3 (Vol. 1, page 129 of To Know Ourselves) asked professors Donald Blake (UBC) and Norman Ruff (Victoria) to examine the implications of the Symons report for the discipline and for the Association. They reported in the fall of 1976, and a synopsis of their findings and recommendations was carried in the February, 1977 Bulletin of the CPSA (Vol. 6, No. 3). They endorsed Symons' recommendation 9 (Vol. 1, page 130) which called on the CPSA to establish a special committee to gather data nationally and regionally about Canadian content in graduate and undergraduate courses, and to comment upon, draw conclusions and make recommendations about them. In line with the spirit of Symons' recommendation 42 on scholarly communication, professors Blake and Ruff suggested that the CPSA, Bulletin be used to publish the names and projects of those involved in interdisciplinary or integrated studies of Canada.

The 1976 incoming president of the Canadian Sociology and Anthropology Association, Arthur K. Davis, noted that the work of the CSAA/SCAA in "Canadianization" had been cited several times in To Know Ourselves. "We can be proud of our pioneering efforts, but that is merely round one of a 15-round bout." He concluded by noting that the movement "...towards holistic, historical and comparative analysis of Canadian society reflects a closer relation to the Canadian national interest on the part of many scholars."

The Canadian Society for the Study of Education (CSSE) prepared a study of the Symons report for the SSRCC. This study, by professors David Friesen and Edward A. Holdaway, characterized the study as "...a commendable piece of work that should prove to be most useful in promoting Canadian studies at universities and in public schools." However, they found difficulty with the definition of Canadian studies used in the report, and they thought that

jurisdictional questions ought to be more clearly defined so that quick action could be taken on specific problems. They concluded that more resources for research and writing incorporating Canadian content into print and non-print teaching materials should be made available. In addition, the CSSE invited Professor Symons to address the 1977 meeting of the Society which was held at the "Learneds" in Fredericton, New Brunswick. The title of his talk was "Canadian Concerns in Higher Education."

The Royal Society of Canada has acted on the report. In April, 1977, it submitted a proposal to the Department of Indian and Northern Affairs and the Ministry of State for Science and Technology for the preparation of a northern atlas of Canada. The need for an atlas was noted by the Commission in its geography section. The Royal Society has also pursued a cultural history of Canada project -- a study of the impact of science and technology on Canadian culture. Support for this idea was provided in To Know Ourselves (Vol. 1, page 65). If these projects are completed, they will be major contributions to Canadian self-knowledge.

From all of these examples, it is clear that Canadian studies and the Symons report have been given considerable attention by various scholarly organizations and citizens groups both in Canada and abroad. There is a need to harness this interest and this energy into projects like those of the Royal Society, for example, which could advance our work on Canadian studies.

They raise another point as well. There is little coordination of effort or sharing of information between these organizations. Thought should be given to the development of appropriate mechanisms to ensure that each of these organizations is aware of changes in the field, and that governmental organizations, concerned with the development of Canadian studies are knowledgeable about what is being done, by whom, and with what effect.

PROFESSIONS

This section of chapter four provides a brief examination of how several professional bodies have responded to the report of the Commission on Canadian Studies. To Know Ourselves addressed "The Canadian Component in Education for the Professions" and dealt with agriculture and veterinary medicine, architecture and environmental design, business and management studies, education, engineering, forestry, the health sciences, law, physical education, and social work.

The Symons findings on the professions are disturbing for a number of reasons. In case after case, the commission makes the point that our education for the professions does not address Canadian needs and Canadian concerns. Thankfully there have been a number of important changes since that chapter was prepared.

For example, work on Canadian research topics in the scientific professions has been aided by the National Research Council's (NRC) program of strategic grants. Announced in July, 1977, they were designed to support university research in specifically designated areas of national concern. The first three categories selected were environmental toxicology, energy and oceans. In the initial year, $2.4 million were reserved for these programs. Projections for 1980-81 are for expenditures of $17.7 million on the three original areas and on food/agriculture and technical communications, two new areas added in 1979. The strategic grants program is now administered by the Natural Sciences and Engineering Research Council of Canada (NSERCC) which came into being on May 1, 1978, and which inherited the research granting functions of the NRC.

The establishment of these strategic grants was, obviously, a major step forward. But we still have a long way to go. Funding for scientific research in Canada on Canadian problems is still dismal. We do not encourage Canadian research: in fact we put so little into it that we rank with Greece and Turkey in the OECD reports on national spending on R & D. We allow branch plants to spend money for research done by parent companies and we then allow a tax deduction on those expenditures. Our research effort is so weak that we are in serious danger of losing our technological sovereignty.

Respondents to this study interested in environmental and design issues noted, for example, the following sorts of problems. There is likely to be a staggering shortage of scientists and engineers in Canada within a decade. There is developing, already, a desperate lack of good graduate students in many science and engineering fields. The Science Council's recent study, University Research in Jeopardy, makes these points. We may, indeed probably will, be in the position that the only qualified people available to teach in the scientific professions in our universities soon will be from abroad, and we will be right back where we were in the late 1960's, having foreign teachers teaching Canadians foreign solutions to foreign problems.

On what may seem to be a brighter note, there are now more Canadian textbooks available for the study of science in Canada than there were when To Know Ourselves appeared. But the amount of material means nothing if the content does not relate to Canadian circumstances. One correspondent noted that he had a little test for environment of the ecology texts which most of the new books in that field fail: he simply checks the index for winter, snow, ice, permafrost, muskeg, dormancy, etc. He reports that most of the texts are written as if it were perpetually summer in this country. And there are other problems in terms of materials on science developments in Canada. The death of Science Forum is an illustration of this point and its passing is to be deeply lamented.

There is still a very disturbing lack of information and knowledge of the particular problems of science and resource management associated with our extreme climate. Design and management for the extremes which prevail, to a greater or lesser extent in all of Canada, present very difficult problems. It is one thing to design for a climate where it is always hot or cold: it is a very different thing to design for seasonal changes or other variables. It can be argued that pulse stabilized ecosystems, muskeg and permafrost do not yet get enough attention in Canadian research.

We still face some serious problems with respect to waste and resource management in Canada. Problems persist with both sewage disposal -- instead of sewage utilization -- and energy. Ontario communities exacerbate the sewage disposal and energy problems that they have by incinerating sewage sludge. Recycling is still ignored in most of Canada. Canadians still think that energy can be cheap -- even that they have a right to have it cheap -- when virtually every other country in the world has abandoned that myth. Surely that says something about our educational system. There are many areas in Canada where we face water resource problems, either too much of it or too little. We have not come to appreciate how scarce and valuable a resource it is. We tend to think that we have limitless supplies of clean water, so we underprice it. This has meant that conservation programs have had no appeal and we pollute indiscriminately.

On another note, the fields of the history and the philosophy of science are still in their infancy in Canada. Further, we have not done enough work on examining Canadian history to learn from past environmental, resource management and design mistakes. The lack of a Canadian association for the advancement of science, modelled perhaps after the British, American, New Zealand and Australian organizations, may be one of the factors which has kept Canadians ignorant of the important roles -- both beneficial and detrimental -- which science can and does play in Canada. There appears to be an almost church and state-like separation between science and politics in this country. As a result, Canada continues to have the weakest possible science advisory system for governments. In the U.K., U.S., Australia and New Zealand, for example, domestic scientists have a very direct policy input. Canada's system relegates science to an insignificant role.

Not only are there problems in education for the professions, but there are problems with professional education as well. The Symons Commission noted a host of problems in science education which have been summarized and commented upon in a recent Science Council publication, A Canadian Context for Science Education. That paper quoted the following passages from Vol. I., page 151 of To Know Ourselves:

> ...the vast majority of university and college arts students are scientifically illiterate! This situation is perpetuated as many of these graduates, in turn, become teachers and/or parents. For students in non-science courses the problem, essentially, is that not enough attention is being given at the postsecondary level to the provision of general education concerning the sciences...
>
> The converse is also true...The dean of one graduate faculty in the sciences reported that...we find a general lack of awareness--often bordering on ignorance--among most students entering this program, of contemporary and historical Canadian society. They have too little understanding of the structure of our society, including its institutions and the nature of functions performed.

All of this clearly implies that in our education of those entering the teaching profession, or our in-service education of those already in it, it is essential that science teachers are alerted to these problems.

For reasons like these a reading of the Symons chapter devoted to education for the professions is disturbing. However, many of the professions have taken notice of the report and have attempted to remedy some of the problems noted in that study by addressing the major recommendations directed to them by Professor Symons and his colleagues. Notes on two professions, law and business administration, illustrate this point.

Business, Management and Administrative Studies

At the 1977 annual meeting of the Council of Deans of Faculties of Management and Business Administration (CDFMBA) the first two volumes of To Know Ourselves were discussed. The meeting agreed with the spirit of the report, and the chairman of the Council, Professor Max B.E. Clarkson, wrote to the chairman of the Commission, Dr. Symons, informing him that:

> we were particularly impressed by your perceptive comments about "Business Management Studies" and partly in response to your observations, we have commissioned a number of projects.
>
> Your report has set the tone for the debate and we are responding. The 40 business schools with their 2,500 full and part-time faculty members comprise a unique national resource...
>
> We are grateful for the opportunity to respond so favourably to your thoughtful and penetrating--and to some extent controversial--discussion on Canadian studies.

At this annual meeting, the Council of Deans launched a program to explain the role of their faculties in Canada's economic and social development, and to devise an appropriate plan for the development of management education in the 1980's and 1990's. The Council commissioned a number of research papers to analyze current business education at universities in Canada and to indicate future trends. A workshop on management and management education during the next two decades was scheduled for the spring of 1978.

The report of the Commission on Canadian Studies described business management studies as vitally important to Canada. "Managers and other economic decision-makers play a key role in (advanced industrial) societies. This is particularly true of Canada, for there is no other country in the world (including the United States) where business has occupied a more central role in national development."

Noting that business education was neglected in Canada in all but a few universities until the 1960's, the Commission concluded that this meant that:

> Canada has never prepared a highly skilled management group with advanced education to meet its responsibilities, and business and management eudcation in this country has essentially been the product of trial and error. No doubt the country has paid a high price for this neglect.
>
> The shortage (of skilled manpower)...forced business schools in this country to go outside Canada to recruit faculty members in large numbers...the very high proportion of Americans in Canadian business faculties has injected into business studies a strong bias in favour of American principles and practices. ...it has also meant that the curricula of business schools has been substantially shaped by those of business schools in the United States.
>
> To a large extent, business and management have been studied and taught in Canada as though the values and conditions of our own particular society were irrelevant.

A further problem noted by the Commission is the relative neglect of writing and research of special relevance to Canada in the business management field. Consequently, Canadian business schools depend a great deal on foreign, especially American, cases and readings. According to one brief to the Commission, research on business ideology and on the management of Canadian multinational firms is virtually non-existent, and in the area of foreign investment in Canada much of the best work had been done in foreign schools--"a record that is hardly commendable by any standard." As well, Canada is, according to a past president of the Canadian Association of Administrative Sciences, a country of small businessmen, yet there has been a deficiency of thorough studies of small Canadian business firms.

The commission explored how these problems were caused. The reasons found ran the gamut from a high proportion of foreign or foreign-trained faculty to the lack of basic research tools. The commission noted the need for Canadian case studies, Canadian business archives, and continuing education in that field. Symons concluded that "both teaching and research must be related, to a much greater degree than is now the case, to the facts and needs of this country."

The Council of Deans responded positively to Dr. Symons perceptions of the situation. Both the council and its successor body since December, 1978, the Canadian Federation of Deans of Management and Administrative Studies, have been working to address these problems.

For example, the council, now the federation, co-sponsored with the Administrative Sciences Association of Canada (ASAC) "The Management Research Workshop" held at the University of Western Ontario in May, 1978. The workshop provided an opportunity for scholars to meet with representatives from the Social Sciences and Humanities Research Council of Canada, the Natural Sciences and Engineering Research Council of Canada, and the Department of Industry, Trade and Commerce, the three major sources of funding for management research at Canadian universities. Topics were related to a definition of the problems of management education in Canada, a discussion of relevant parameters for management research, and an examination of the views and perceptions of referees and adjudicators about management research proposals.

In addition, the federation sponsored some research projects. Studies were designed to ascertain the research being done by fulltime scholars in management; to determine the strengths and weaknesses in management research, particularly in terms of methodology; and to recommend the most effective means of improving research capabilities and developing criteria and guidelines for future research endeavours. These specific topics were commissioned by the federation:

(1) "The research interests of business school professors at Canadian Universities in the late 1970's." The first part of this study involved the development of a working inventory of full-time management faculty using information in faculty handbooks and curriculum vitae supplied by the deans. The result of this investigation has been published in three volumes.

(2) "The research programs of university business schools in the late 1970's." In the summer of 1978, each business school was contacted and asked to supply information on their research goals, objectives and future plans, and the funding and organizational structures of their research programs. An analytical profile was prepared on the basis of this information, and the results were presented to the fall 1978 meeting of the deans.

(3) "A Survey of the research methodologies and themes of business faculty publications."

(4) "Potential models for research methodology workshops." This model was prepared for discussion at the May, 1978 meeting at the University of Western Ontario and has been used as a basis for the development of other workshops on management research.

One of the most important steps taken in this field as a result of the Symons report was the establishment, by the SSHRCC, of a Consultative Group on Research and Graduate Education in Business, Management and Administrative Studies. This is reported on in some detail in the first chapter of this paper. The results of this work have appeared, as that commentary indicates, and some of its recommendations have been adopted. For example, the SSHRCC approved, at its meeting on March 27-28, 1980, a program of doctoral Completion Grants to operate for university staff in administrative studies.

At least 20 awards will be available for 1980-81 and applications are being adjudicated competitively. The awards are valued at $12,000 for a full year, plus costs of tuition fees and travel for the award holder and dependents.

Under the auspices of the Federation, the "Managing in the '80's: The Crisis in Management Education and Research" conference was held on October 2-3, 1979, in Toronto. Well over 100 representatives from the university community, government and the private sector participated. The focal points of this meeting were the interim report of the SSHRCC Consultative Group, The Crisis in University Management Education and Research and a task force report on The Curriculum and the Context, a study which was published later by the Economic Council of Canada, a financial sponsor of the meeting.

A number of the papers presented at the conference made reference to the business management studies section of To Know Ourselves. For example, in a paper entitled "University Management Education and Research in Canada: Some Unresolved Issues," the author, Max von Zur-Muehlen drew on the report several times in the course of his talk, noting, for instance, the Commission's observation that research needed to be done into the educational programs of each profession, and the Commission's stress on the need for indigenous research.

A second phase of this conference is being planned to advance work on Canadian management education and research. Entitled "Choosing Themes: Management Research in the '80's," it proposes a four stage process leading up to the submission of funding proposals to the granting councils. Stage one will consist of four surveys to ascertain the research suggestions of management school faculty, leading researchers in the sub-disciplines, leading professional researchers in business and government, and chief executive officers in business. Stage two is a proposed colloquium in Toronto to discuss the results of these surveys and recent development in management research. The next step is to be the submission of a final agenda of themes gathered in the two previous stages, plus the follow-up of responses to the results of the colloquium. Finally, the submission of research proposals by faculty and other scholarly management researchers to the SSHRCC is planned from January through to March, 1981, for funding in the fiscal year 1981-82.

It seems clear from all of this that a number of important steps are being taken by members of this profession to address the problems raised in To Know Ourselves in systematic and thorough way. Since its initial endorsement of the findings of the Commission's study, the Canadian Federation of Deans of Management and Administrative Studies has been working steadily to examine the research and management education needs of the field.

Law

The legal profession has shown interest in the report of the Commission on Canadian Studies. When, for example, To Know Ourselves was released, the Canadian Association of Law Teachers/L'association canadienne des professeurs de droit, passed a resolution supporting one of the main recommendations in

the Symons report related to law -- the commissioning of a special study on the state of legal education in Canada. The President of the CALT at the time, Professor Lyman R. Robinson of the University of Victoria, wrote to Professor Symons to inform him of this resolution. He added "...our association would endeavour to assist to the extent of its resources in any project undertaken to study the teaching of law in Canada."

The Commission's treatment of the legal profession (Volume I, pages 213-217) noted the changes which have taken place as a result of the growing role of universities in legal education. There has been a shift, over the past quarter century, from a legal education which emphasized training to a heavier critical approach which stresses an understanding of the legal system rather than the learning of legal doctrine.

The Commission found, among other things, that legal history is an area of scholarship underdeveloped in Canada. Legal archives are virtually non-existent, and legal and judicial statistics in Canada need to be more systematically collected. Canada does not emphasize graduate education in law at its universities and, hence, those interested in graduate work have few opportunities to pursue them in Canada. The Commission said that many briefs to it on the subject of legal education had noted that the LSAT are American and that a number of students indicated their resentment at having to write LSAT in order to gain admission to a Canadian law school. The Commission also noted that there is a need for the majority of Canadians to become better informed about law and that, as a consequence, universities should consider basic law courses for students in other professional faculties and in the arts and sciences. The chief justice of the Supreme Court of Canada was quoted in the report arguing for introductory law courses at the schools level. For all of these reasons, the Commission recommended that "...a major study of the state of legal education in Canada should now be undertaken."

This suggestion was widely accepted by the legal community. For example, in an article in The Law Society Gazette, Volume XI, No. 4, December, 1977, Professor D.L. Johnson, Dean of the Faculty of Law at the University of Western Ontario, warmly endorsed this idea. Dean Daniel A. Soberman released his study on Legal Education in the Maritime Provinces to the Maritime Provinces Higher Education Commission in 1977, and in it he endorsed a national study as well. These endorsements did not include the whole legal educational section in To Know Ourselves. For example, Dean Soberman, from Queen's University at Kingston, wrote a highly critical article for University Affairs, (Vol. 18, No. 1, January, 1977) in which he took issue with some of the major findings of the Symons Commission. He disagreed with Professor Symons' suggestions about the need for more graduate education in Canada.

> What is needed in Canada more than large scale development of graduate schools, is encouragement for senior scholars to undertake writing the basic literature needed in this country.

Soberman found the citizenship data in the report hard to accept. He expressed surprise that the Commission was concerned that 40 per cent of graduate students in legal education were from outside of Canada, noting that the majority of Canadians who seek graduate degrees in the field get them outside our borders. "I would hope that we can strengthen our graduate programs without discouraging participation of non-Canadians." He questioned the accuracy of the Commission's figures on the citizenship of law teachers and he referred to the comments quoted in the Commission's report about LSAT as "contentious and glib." He said that, in addition to the test, a student's academic record is relied on to a much greater extent in admissions decisions. He said that it was lamentable but true that Canadians score as highly on the test as do Americans. The reasons for this, he argued, went beyond television, film and magazines, to the content of the school's curriculum and to textbooks. He concluded that "Legal education in this country is probably more Canadianized than any other facet of our system of higher education."

Dr. Symons responded to the Soberman article in the University Affairs issue of April, 1977, (Vol. 18, No. 4). He reiterated that the statistics on citizenship quoted in the report were accurate, and he agreed that the brief reported in To Know Ourselves about LSAT "...is contentious, but I do not myself think it is glib." He noted that he was not surprised by Dean Soberman's claim that legal education is more Canadianized than any other facet of higher education and he noted that while deans made that kind of assertion, the briefs and comments from law teachers and students painted a different picture.

Debates of this kind, as part of the response to the report of the Commission, indicate the intense interest that Dr. Symons' study created, not only in this profession, but in others.

As noted, the major recommendation of the Commission related to legal education was that a study of the field be undertaken. This was endorsed enthusiastically by the profession. The SSHRCC has just established a Consultative Group on Legal Education in order that such a study be done. Its terms of reference are: to survey the status of research in law in Canada, taking into consideration its scope, quality, sources of funds, and the proportion of lawyers who are actively engaged in it; to consider the implications for research and research funding which can be discerned as resulting from the professional status of law, and see what general conclusions might be drawn relating to all professional disciplines; to examine the status of education in Canadian law schools as it relates to the encouragement of and capacity for advanced research by law students, law professors and lawyers; and finally, to make recommendations to the legal profession, law schools, governments and granting councils aimed at improving research and research-related education in law.

The work of the Commission relating to education in the professions seems to have increased the consciousness of these professions regarding the need to relate their teaching and research to Canadian issues and concerns. In addition to the changes which have taken place or the studies which have been

undertaken in the fields of management studies and law, there are a number of examples which can be collected to indicate that there is more work being done on Canadian issues in other professions as well.

For example, the Medical Research Council Act has been amended by the federal government so that the Council is no longer excluded from supporting public health research relevant to Canadian conditions. Health and Welfare Canada announced, in the summer of 1977, that an epidemiological study of Canada was being undertaken. This has been recommended by the Commission: the last such study in Canada had taken place in 1951. The Commission had noted problems of deployment of medical practitioners in Canada (page 210, Vol. 1). In December of 1978, the Canadian Medical Association announced that it was going to establish a national medical data bank to provide up-to-date information on the nation's doctors. This data bank will be used, the CMA noted, mainly to solve problems of geographic distribution and shortages of doctors in certain fields. It is hoped that the data profiles produced will help new graduates to locate and to determine their fields of specialization. The Health Programs Branch of the Department of Health and Welfare announced in 1977 that an annual survey of health problems was going to be undertaken by the Ministry. This $2.7 million program addressed a recommendation made by the Commission on that point (page 208, Vol. 1). Lamentably, on June 25, 1980, it was announced that this program was being cancelled as part of the current program of financial cutback.

CONCLUSIONS

A review of the material contained in this chapter indicates that there has been a very positive and constructive response from the professions to the recommendations contained in the report of the Commission on Canadian Studies. Similar lists of responses in architecture, design, marine engineering and veterinary medicine could be provided.

In addition, there has been significant interest in the report of the Commission on Canadian Studies evident in the work of various citizens' groups and scholarly organizations. A number of constructive commentaries from some of the learned societies reported in this paper illustrate that point.

Finally, there has been a voluminous and sustained response to the Commission in the popular and the academic press of Canada. The extent of the response indicates, I think, the degree to which educators, academics and the public think of Canadian studies as an issue of national importance, and of the Symons report as a positive statement about how we can improve teaching, research and publication about Canada, especially in our universities and colleges.

REFLECTIONS ON THE SYMONS REPORT

THE STATE OF CANADIAN STUDIES IN 1980

CHAPTER FIVE

CANADIAN STUDIES ABROAD

...it is little wonder...that our image abroad is vague, when it is not a complete distortion. Canada is still rarely viewed abroad as a distinct country where our society, whole history, politics and literature merit serious intellectual examination. A few of the old "ice and snow" myths linger on and the epithet "the unknown country" may have acquired a new meaning.

...In large measure this lack of knowledge about Canada results from our own failure to make the country better known and understood abroad.

To Know Ourselves,

Volume II, page 3

CANADIAN STUDIES ABROAD

The Commission on Canadian Studies found that the general neglect of Canadian studies at Canadian universities was paralleled by a neglect of Canadian studies abroad. The fact that others study little about Canada was attributed to insufficient research and reference materials relating to Canada available abroad, and to a shortage of funds required to sustain the development of programs of study. With some notable exceptions, primarily in the United States, university library holdings on Canada or on Canadian topics were found to be weak, and there were few major collections of Canadiana outside of the country. The lack of qualified teachers, too, played a part, even in those countries where there was demonstrated interest in the subject. All of this was tied to a failure on the part of Canadians to help others to learn about Canada's history, culture and land.

Not surprisingly, therefore, the Commission found that attention to Canadian affairs in courses at many foreign universities was fragmentary and seldom firmly integrated into the curriculum. In most instances, universities studied Canada not as a distinct nation, but as part of North America or of the Commonwealth, or of the francophone world. In such cases Canadian content was often marginal or incidental. Even where Canadian studies did exist, they were frequently on a haphazard footing, often the product of the personal initiative of a Canadian expatriate who had persuaded his colleagues to allow him to teach something about Canada.

The Commission saw this situation as affecting Canada too, especially Canadian scholars and students:

> Canada is missing opportunities to know more about itself because it is not placing sufficient emphasis upon identifying, gathering, organizing, preserving and using the wealth of basic research materials outside of the country that bear directly upon Canada...Nor have we always been sufficiently enterprising in seeking from other countries information on issues that are of mutual concern...there is a great scope for collaborative and comparative studies associating Canadian scholars and institutions in other lands to their mutual advantage and to the benefit of their respective societies.

And there was another side to the development of Canadian studies abroad which the Commission stressed, a factor which is often overlooked:

> Not only can we benefit from the examination by Canadian scholars of...sources from abroad as have been suggested, but we have much to gain from the study of this country by foreign scholars. Whether foreign researchers come here or not, they can provide a perspective on Canada that might otherwise be lost to us because of the various and contrasting

> ways in which disciplines have developed abroad. As each national community applies its system of thought and values to a given area of study, the results (especially in the humane subjects) tend to be different. The differences in perspective can only help to illuminate the reality.

In order to take advantage of these opportunities and to remedy the neglect of the study of Canada abroad, the Commission directed 88 recommendations to the agencies and governments most directly involved. It would be impossible to provide a review of the impact of each and every one of those recommendations in this paper. To do so would require extensive research on developments in over 40 countries, and a review of the work, over the past five years, of a number of agencies and departments of government. In addition, various non-governmental organizations and associations have a special interest in external cultural and academic relations, including tne Association of Universities and Colleges of Canada, the Canadian University Services Overseas, the Royal Society of Canada, and a large array of learned societies. In short, there would have to be a study of at least the length of this entire report in order to document the work of all of these agencies and to review the state of Canadian studies abroad. The Commission on Canadian Studies itself noted that "Canadian studies abroad could justifiably have become the subject of an entire report."

Since a thorough review of the impact of the Symons report on Canadian studies is not possible, what appears here are some observations on Canadian studies work being done by the Department of External Affairs, as well as selected examples of the efforts of some other organizations. In addition, there is a report on the impact of the Commission's study in other countries, and on national educational questions elsewhere.

This chapter demonstrates that some serious efforts have been made to address the lack of Canadian studies abroad, and to solve the problems outlined in the report of the Commission on Canadian Studies. However, the programs described here cannot lead us to conclude that these problems have been solved, nor do they mean that the basic impediments to Canadian studies abroad have been removed.

Much of what is styled Canadian studies in other nations are in their very early developmental stages. While the levels of activity, and the number of students and professors involved, may seem impressive at first glance, when taken in the world context Canadian studies abroad is a very small enterprise indeed. If a general conclusion can be drawn it is that while there have been some encouraging developments, much remains to be done. The Symons report includes a number of recommendations related to the study of Canada outside of our borders which still need to be addressed.

THE DEPARTMENT OF EXTERNAL AFFAIRS

The Department of External Affairs has responded positively to the release of the report of the Commission on Canadian Studies. Several recommendations in To Know Ourselves directed to it have been implemented, either coincidentally or by design, and work is being done on some others.

In the October, 1976 issue of International Perspectives, the former Director of the Academic Relations Division, John W. Graham, explained why External was interested in the Symons study:

> The general thrust of the Commission's chapter on Canadian studies abroad is welcome, not just as the first public examination of this issue, but because it underlines the role of academic and cultural relations in the achievement of national and foreign policy objectives.

In his article, "Recent Growth of Interest in Canadian Studies Abroad," he chronicled the development of External's own Canadian studies program and suggested that the bleak situation that Professor Symons had described was being addressed effectively.

The Canadian studies program at External is a recent addition to Canada's cultural policy abroad. It is so recent that almost none of its activities are discussed in the Symons report. The formal program dates from April, 1975 as an established government effort with headquarters, a budget and personnel support, although the department's involvement in Canadian studies in the U.S. and U.K. began earlier. The department was assisted in planning this program in advance of the release of To Know Ourselves through a series of meetings between the commissioner and his staff, and representatives of the department. It is worth noting as well that after the release of the report, the Undersecretary of State for External Affairs, Basil Robinson, convened a meeting at the Lester B. Pearson Building to allow senior staff to meet with the commissioner to discuss the implications of his study for departmental work.

Canadian studies at External is the responsibility of the Academic Relations Division within the department's Bureau of International Cultural Relations. The priority countries for the program are the United States, Britain, France, Japan, Germany, Italy and Belgium -- all nations with which we have close political and economic ties. If personnel can be assigned and funds can be found, it is hoped that this effort will be expanded to other nations including Australia, New Zealand, Scandinavia and certain countries in Latin America. A number of these countries already receive books and journals distributed by the program, as well as some modest support for speakers.

The Canadian studies effort has a specific foreign policy objective -- to develop an informed, well-disposed and sustained interest in Canada among members of foreign leadership groups. It is concerned primarily with the university level. The purposes of the program are to expand the nucleus of professors and students familiar with Canada; to develop an awareness among

them of the distinctive quality of Canadian scholarship, particularly in the social sciences and the humanities; and to provide a stimulus and a network for productive exchanges between Canadian and foreign academics. In this way, it is hoped that by directing programs through academics to students, the department can help to ensure that the future business, academic and government leaders of these countries will be familiar with Canada.

The main elements of the Canadian studies program, as spelled out by the Deputy Director of the Academic Relations Division, Richard G. Seaborn, in an open letter to the Association for Canadian Studies, are:

(a) facilitating supplementary training for professors agreeing to prepare and teach a new or substantially improved course on Canada, with the parent universities agreeing to the courses being taught;

(b) limited support for conferences and seminars about Canada, organized by foreign universities or related organizations;

(c) limited support for Canadian professors, invited by foreign universities in the countries of concentration, to lecture or teach about Canada in the context of the universities' Canadian studies activities;

(d) limited support for Canadian studies associations abroad (United States, Britain, France, Japan, Italy and Germany);

(e) assistance to foreign university libraries in obtaining books, microfiche, learned journals and other pedagogical materials for teaching and research on Canada; and

(f) limited support to foreign universities developing curricula material on Canada for use in the school systems of their countries (mainly the United States and Britain at present).

The levels of support provided each of the Canadian studies program countries varies according to need, levels of activity and size. The amount devoted to each fluctuates annually. It is important to note that services "in kind" are part of the effort as well. The total budget for the program for 1980-81 is estimated at $845,000. In 1978, about 420 universities abroad offered courses dealing in whole or in part with Canada. Over 2,800 faculty were identified as having a teaching or research interest in Canada and it is estimated that their courses reached close to 20,000 students.

Although not part of the Canadian studies program, per se, the Government of Canada Awards to Foreign Nationals offers opportunities for academic exchanges. Administered by the SSHRCC until the summer of 1980, these awards are tenable only in Canada. Covering all areas (arts, humanities, social, physical and biological sciences and engineering), they are offered to candidates of high academic standing. As a result of recent policy changes, proposed programs of study must focus on a Canadian subject or include Canadian content.

The Department of External Affairs has acted on several key recommendations in the report of the Commission on Canadian Studies. For example, recommendation 6(a), page 46 of Volume II, urged: "...the formation of an independent Advisory Council for External Academic and Cultural Affairs, composed of private citizens, to assist the department...in planning academic and cultural programs external to Canada." This has been done. On October 17, 1978, the Department of External Affairs announced the establishment of the Advisory Committee on Academic Relations. Membership on the Committee is rotational and three years in term. The Committee is chaired by a senior departmental official and its initial members were:

Professor René de Chantal, Vice Rector
Université de Montréal

Professor Brian Evans, Department of History,
University of Alberta

Professor Louis-Edmond Hamelin, Department of
Geography, Laval University

Professor John Meisel, Department of Political
Science, Queen's University at Kingston

Professor Pierre Savard, Director, French
Canadian Civilization Research Centre,
University of Ottawa

Professor Denis Stairs, Department of Political
Science, Dalhousie University

Professor Thomas Symons, Vanier Professor of
History, Trent University

The Council of Ministers of Education of Canada has a representative on this panel as well. Since the Committee's inception, professors de Chantal, Hamelin and Meisel have resigned because of other commitments. Four new members were named in 1980. They are: Professor Alan C. Cairns, Department of Political Science, University of British Columbia; Professor Peter St. John, Department of Political Studies, University of Manitoba; Professor Louis Trotier, Vice Rector, Laval University; and Professor Francis J. Leddy, Department of Classical Studies, University of Windsor.

The press release on this new committee noted that the group was created in response to a need for a more direct channel through which the department could obtain advice on its academic relations program. It said that: "The creation of such a body was recommended in the report of the Commission on Canadian Studies." The first meeting was held on September 13, 1978. Plans are for two meetings each year.

Recommendation 23(a), in the same chapter, called on the department to:

> ...assist and encourage the formation of associations for Canadian studies in appropriate countries. Such associations should promote scholarly interest in Canada at all levels of the educational system and provide a communications link between scholars sharing an interest in this field.

The department has provided valuable support to academics in a number of countries interested in establishing their own associations or societies. Since the release of To Know Ourselves, for example, the British Association for Canadian Studies was established in April, 1975; the Japanese Association was begun in 1977; the Italian Association was set up on April 1, 1979; and the German Association, the Gesellschaft Für Kanada-Studien was constituted on February 24, 1980. In addition, there are associations for Canadian studies in the United States (1971) and in France (1976). More information on these associations is provided in the next section of this chapter.

The Academic Relations Division supports Canadian studies in other ways as well. For example, in 1976 the department contracted for the preparation of four introductory bibliographies in the Canadian studies field. The purpose was to develop basic inventories of books, series of books and microform materials to serve as the foundation for the development of Canadian studies programs in universities overseas. These have been distributed through the various associations for Canadian studies abroad, and a revised version was produced in 1979. The bibliographies are:

> Introduction to Canadian Studies prepared under the supervision of Professor S.F. Wise,
>
> Le Canada par le livre prepared by Jacques Grimard with the help of Robert Desaulniers and Pierre Gosselin,
>
> Microform Resources in Canadian Studies Disciplines prepared by Dr. John Modenhauer,
>
> Canadian Studies Bibliographies edited by Joseph Jurkovic of the Academic Relations Division.

The four have been published together in one volume entitled: Canadian Studies Bibliographies/Bibliographies des études canadiennes. Other guides have been developed as well. For example, during the late spring and summer of 1980, the department distributed 3,500 copies of Seeing Canada, a filmography on Canadian studies.

The kinds of support provided by academic affairs officers abroad is quite diverse. Work done in the U.K. and in the U.S. provides a representative sample of the kinds of activities undertaken in all of the program countries.

In the United Kingdom, the Academic Relations Section was set up at Canada House on September 1, 1977. It administers the Canadian studies program in the U.K., and its main aims are to facilitate Anglo-Canadian academic relations and to encourage and support teaching about Canada in British education through curriculum development in the 14-19 years range and courses in higher education. This work includes:

(1) Surveys into the teaching of Canada in British education, the results of which are made available in a series of papers entitled Canadian Studies in British Education. The first of these, on "Canadian History in British Higher Education" appeared in August, 1978. Others include a survey of Canadian holdings in major British academic and special libraries, and a survey of opportunities for teaching about Canada within public examination syllabuses at the 14-19 years range.

(2) Dissemination of academic information, principally through the publication Canadian Academic News which first appeared in the summer of 1978. This is also accomplished by the publication of special series of papers on particular topics. For example: Canadian Studies in British Education, The Canada House Lecture Series, and Canadian Academics in Britain.

(3) Academic speakers available for lectures, seminars and special presentations are made known to British universities through a listing of all Canadian academics currently in the U.K., often on sabbatical leave.

(4) Canada House Lectures Series usually draws on the expertise of the visiting professor at the University of Edinburgh. The first in this series was a talk given by Professor Alan C. Cairns, visitor in 1977-78. His topic was "The Governing of a Federal Society: The Canadian Case." Others have been talks by Professor Donald N. Thompson on "Mergers and Acquisitions: Motives and Effects;" David N. Dilks on "Britain and Canada in the Age of Mackenzie King;" and Dr. Trevor Lloyd on "Recent Developments in the Canadian Northlands."

(5) Canadian attachments at the Commonwealth Institute: support is given to the Institute to enable Canadians to participate in exhibitions and speaking engagements at schools and colleges.

(6) Assistance for short-term British academic visits to Canada is provided when available, although limited resources have meant that aid can be given to only a few.

(7) Book Donations are made from time to time to higher education libraries where there is a sufficient amount of teaching about Canada and/or specialist Canadian holdings.

The work done by Academic Relations on Canadian studies in the U.S. provides additional examples of the kinds of programs that have been devised. The following illustrate the activities of our embassy and consular posts in the U.S.:

(1) Faculty enrichment programs which are designed to enable American academics to spend time in Canada "retraining" to offer new Canadian studies courses in the U.S.

(2) Conference and seminar programs which extend facilitative and financial assistance to enhance the exposure of Canadian subjects in American scholarly forums.

(3) Book donations, journal distributions and information materials are provided to support Canadian course offerings. This provides materials and grants to libraries and faculty members to sustain their curriculum development efforts.

(4) Institutional support is offered to assist in the establishment of and maintenance of Canadian studies programs. Examples are John Hopkins' Centre of Canadian Studies, Northwestern University, Case Western and Yale. It is under the aegis of this program that funds are provided for ACSUS.

(5) Special projects have been funded from time to time. Examples are "Canadian Government: Policy and Process," which is a series of 18 half-hour interviews with prominent Canadians by Professor F. Conrad Raabe of the Political Science department of Loyola University, New Orleans. Roland Michener is interviewed on the Crown, Bora Laskin on the judiciary, the Hon. Donald Jamieson on the Cabinet, Sylvia Ostry on the bureaucracy, Eugene Forsey on the Senate, James Jerome on the Speaker of the House, Robert Stanfield on the opposition, Ed Broadbent on third parties, Claude Morin on Quebec, and so on.

Through programs of the kind described here, the Department of External Affairs is encouraging Canadian studies abroad. In many ways, either coincidentally or by design, the department is addressing concerns expressed about studies of Canada elsewhere in To Know Ourselves, the report of the Commission on Canadian Studies.

ASSOCIATIONS FOR CANADIAN STUDIES ABROAD

As noted, one aspect of the work of the Department of External Affairs has been to help with the development of associations or societies for Canadian studies abroad. What follows are short notes which provide some examples of the variety of programs being attempted and the imagination with which they are being executed by Canadianists in other lands.

The Association for Canadian Studies in the United States (ACSUS), was established in 1971 to promote scholarly activities including study, research, teaching and publication about Canada at all educational levels and in all disciplines in the United States. ACSUS' 600 members are located in 37 states and represent more than 175 universities and colleges. Its 300 institutional members include libraries, publishers, governmental departments and disciplinary and professional groups.

The Association publishes The American Review of Canadian Studies twice a year, and a newsletter four times per year. As well, ACSUS has begun to organize a series of monographs in Canadian studies which should be published soon. The next biennial conference will take place in October, 1981.

The British Association for Canadian Studies (BACS) was formed in 1975. This was a recommendation (6a) in the Canadian studies abroad chapter of To Know Ourselves. It aims to foster teaching and research by locating study resources in Britain, by facilitating travel and exchange schemes for teaching staff and by making sure that as effective a use as possible is made of the expertise of Canadian scholars visiting the U.S.

BACS publishes a bulletin and a newsletter, and holds an annual conference. Articles and reviews cover the range of disciplines in the social sciences and the humanities. In addition, with the support of the British-based Foundation for Canadian Studies, BACS from time to time provides grants to permit British academics to visit Canada to further their research or teaching interests in Canada.

The establishment of a French association was recommended (17b) by the Symons Commission in its examination of Canadian studies abroad.

L'Association française d'études canadiennes was founded in Paris on May 13, 1976, its purpose being to encourage Canadian studies in France. It is open to any person or corporate body interested in work of this kind, regardless of profession or nationality.

Since its founding, the Association has organized a number of conferences. The first was held on December 14, 1976, at the Institute d'études politiques de Paris, and had as its subject the development of the St. Lawrence Valley. The second, held in January, 1977, at the Centre de recherche d'histoire nord-américaine, dealt with the recent historiography of New France, and was addressed by Mme Louise Dechene of the University of Montreal and Professor W.J. Eccles of the University of Toronto.

In October, 1977, the Association took part in a Franco-Canadian conference dealing with ideologies and politics, a comparative study of the situations in Canada and France, organized by York University in Toronto. On December 9 - 10, 1977, a conference was held in Paris on the literature of English-Canada and Quebec. Finally, November 25 - 26, 1978, the University of Bordeaux held a conference on comparative Franco-Canadian law.

The purpose of these meetings is to clarify recent research in Canada for the benefit of interested French specialists. They may also provide opportunities for exchanges of information between Canadians and foreign Canadianists.

In Germany, the Gesellschaft Für Kanada-Studien has just been established. This organization was founded in February, 1980 at the fourth annual colloquium on Canadian studies in German-speaking Europe (Switzerland, Austria, the German Democratic Republic and the Federal Republic of Germany). A report on the founding conference and a list of the membership will soon be published.

The Japanese Association for Canadian Studies (JACS) has approximately 200 members. JACS holds an annual conference and publishes a newsletter and an annual review. In July, 1979, The Japanese Bibliography of Publications on Canada was released. This was a cooperative effort between JACS and the Canadian Embassy in Tokyo. It references 411 books and 838 articles. Advancement of Canadian studies in Japan was recommended (40b and 41b) in To Know Ourselves.

The Italian Association for Canadian Studies was established to promote Canadian studies in Italy; to encourage cooperation between Italian and other foreign scholars interested in things Canadian; and to aid in the organization of conferences, seminars and lectures. The Associazione Italiana Di Studi Canadesi was founded at the third Seminar on Canadian Studies.

It is worth noting that all of these associations are in direct contact with the Canadian Association for Canadian Studies. The ACS has had representatives attend the conferences of the American, British and German associations during the 1979-80 academic year. Further, the ACS will soon publish, with information provided by these various organizations, an International Directory to Canadian Studies. Department of External Affairs support for ACS contacts of these kinds was recommended (18a) by the Symons Commission.

SOME ADDITIONAL RESPONSES TO THE REPORT OF THE COMMISSION ON CANADIAN STUDIES AND EXAMPLES OF CANADIAN STUDIES WORK ABROAD

As mentioned in the introduction to this chapter, there are so many organizations involved in work related to areas discussed in the report of the Commission on Canadian Studies, and they reach so broadly into scores of countries, that it is impossible to provide a thorough survey of them all.

The first two sections of this chapter provide some details on the Canadian studies program of the Department of External Affairs and on the various associations for Canadian studies. The next two portions provide examples of work done by other agencies, and illustrations of the uses to which the report has been put. These are loosely organized into "Other Examples of Canadian Studies Work Abroad" and "Examples of non-Canadian Uses of the Symons Report."

Other Examples of Canadian Studies Work Abroad

In addition to the work of the associations, Canadian studies are advanced in these program countries in a number of different ways. Examples drawn from the British and the American experiences will illustrate the point. Taken together, these show that the development of the study of Canada in other nations has been, and is being done, with some flair and with considerable success.

In the United Kingdom, for example, the Foundation for Canadian Studies was established in 1974 with 60,000 pounds from British corporations, 60,000 from Canadian corporations working in the United Kingdom and 60,000 from the Department of External Affairs as the basis for the Foundation's endowment. The foundation's first project was to support a chair and the Centre for Canadian Studies at the University of Edinburgh. The chair was formally inaugurated on October 21, 1975, and the first incumbent was Professor Ian Drummond of Toronto. The development of this chair and the interest of the Canadian government in the Edinburgh program were encouraged and assisted by the Commission on Canadian Studies.

With the support of the Commonwealth Foundation and with some contributions from the University and from private sources, the University of Leeds appointed Dr. Norman Hillmer, a Canadian, to the visiting chair of Commonwealth history in 1978-79. On June 14, 1979, the Hon. Paul Martin announced that a regional Canadian studies centre was to be established at Leeds. Academic Relations has supported this centre with book donations, support for conferences on Canadian topics and visits by Canadian scholars. The division has also supported a Canadian History Fellowship at the University of Sussex in Brighton.

On April 27, 1978, the Great West Life Company of Canada inaugurated an annual lecture series on Canada at the University of Edinburgh. The first lecturer, W.L. Morton, spoke on "The Canadian Crisis: Its Causes and Outcome." In addition to the lectureship, Great West has undertaken to send two Edinburgh students to Canada each summer for study, travel and work experiences.

A variety of Canadian studies projects have been undertaken in the U.S. These, too, provide interesting models. One example is the visiting professorship in Canadian studies at Yale. Funded by the Canadian government at $35,000 per year for five years (as part of Canada's Bicentennial gift to the U.S.), this arrangement was established on the occasion of the 275th anniversary of the University. The lectureships move from department to department; thus far they have been in Political Science, Environmental Studies, History and Economics. Lecturers have been John Meisel, Walter Hanson, Ramsay Cook and Richard Lipsey. The 1980-81 chairholder is Doctor Douglas Hay from Memorial University. At Yale he will hold a joint appointment in Law and History. It is significant that Yale is raising a $1 million endowment to continue this visiting professorship after Canadian government funding ends in 1981. Incidentally, it should be noted that while the Canadian government has provided Yale with $35,000 per year for five years, it has given only $40,000 per year for three years to the Association for Canadian Studies which is expected to service the entire Canadian university community.

Support for Canadian studies in the U.S. has come from American sources as well. For example, in 1978 the U.S. National Endowment for the Humanities announced that it was making a $332,287 grant to the University of Maine's Canadian-American Centre and the College of Education. The money is for the development of Canadian and Franco-American studies at the elementary and high school level in about 20 school districts in New England.

The U.S. National Science Foundation has made a $31,280 grant to Western Washington University for a Pre-College Teacher Development in Science Project. This is a three week institute for teachers in the Pacific Northwest and British Columbia on "Territorial Expansion on the High Seas: Implications of the Adoption of the 200-mile Limit for the National in General and the Pacific Northwest in Particular." This was a joint project of the Centre for Canadian/Canadian-American Studies and the Centre for Pacific Northwest Studies.

Perhaps the most ambitious special event undertaken to promote Canadian studies in the United States was "Canada A Symposium: Twentieth Century," which ran from January 25 to April 10, 1977, in Washington, D.C. This was a project of the Association for Canadian Studies in the United States (ACSUS) made possible by a grant from the National Endowment for the Humanities with the cooperation of the Canadian Embassy. Most of the events took place at the Hirschorn Museum in the American capital.

The program was a varied one. It consisted of exhibitions (for example, the Phillips' Collection of the Group of Seven), lectures (featuring people like Robertson Davies and Hugh MacLennan), radio broadcasts of some of the lecture series, concerts (the Canadian Brass and the Toronto Symphony are examples), films (10 different screenings over the course of the symposium), and panel discussions (on such topics as Is there a distinctive Canadian poetry,"? "Publishing in Canada," and "Quebec's Cultural Renaissance").

Not all of the U.S. Canadian studies projects take place in the United States either. For example, the Duke University Centre for Canadian Studies organized a seminar for American university teachers of Canadian studies at the Royal Military College in Kingston, Ontario, June 26 - July 23, 1977. This was supported by the Department of External Affairs as part of its program to foster teaching about Canada in American universities and colleges.

Depending on one's definition, there are currently in the U.S. 16 universities with formal centres or programs of Canadian studies. These include: Duke, University of Maine at Orono, University of Vermont, Michigan State, Western Washington University, SUNY/Plattsburgh, Northwestern, Johns Hopkins, University of Rochester, St. Lawrence University and Bridgewater State College. ACSUS estimates that there are 185 universities offering courses totally dedicated to the study of Canada, and another 100 with courses partially related to Canada.

There are six regional organizations besides ACSUS involved in promoting Canadian studies in the U.S. These are the New Jersey Conference of Canadian Studies, the Michigan Council on Canadian Studies, Associated Colleges of the Duke University Program of Canadian Studies, the Maine Council of Canadian Studies and the Massachusetts State Colleges Committee on Canadian Studies. The most recent, founded in the spring of 1980, is the New Hampshire Council of Canadian Studies.

In addition to the work done by the Department of External Affairs to support Canadian studies as an aspect of our cultural policy abroad, other agencies of government, and the Canadian government itself, have been involved.

For example, in 1978 the Canada Council established an Office of International Relations as a response to recommendation 15a, page 47, of the Canadian studies abroad chapter of the report. Professor Symons had recommended that:

> ...if, in its future role, the Council is to continue to provide assistance on these matters, the Commission recommends that it give consideration to establishing a special section or division with specific responsibility for this aspect of its work.

In making the decision to establish this office, the council was recognizing the importance of international academic exchanges and relationships. When the new granting councils were created in 1978, the SSHRCC took up this aspect of the Canada Council's program.

The Office of International Relations has a budget and staff, as well as a number of advisory committees for each of its programs. The Office is supported by the SSHRCC Committee on International Relations as well.

The work of the international office has had two aspects to date, the SSHRCC's own programs, and programs administered by the SSHRCC for other agencies. The latter are being phased out over the next several years.

In the SSHRCC's five-year plan, approved by Council in December, 1979, a number of basic objectives were established. The international office of the Council is responding to these in the following ways.

The first priority of the SSHRCC for the 1980-85 period, is to fund independent research. The international office does this through its grants to facilitate international collaborative research and through exchange agreements which the SSHRCC has signed with the following foreign research institutions: the Academy of Sciences in the USSR, the Centre national de la recherche scientifique (CNRS) of France, the Japan Society for the Promotion of Science (JSPS), and the Academy of Sciences of Hungary. There is the possibility of an agreement between the SSHRCC and the Chinese Academy of Social Sciences. If this occurs, it will be within the spirit of Symons' recommendation 38(b) on Canadian studies abroad.

The second priority is "to foster greatly expanded efforts on research relating to themes of national importance." As noted elsewhere in this study, the SSHRCC includes Canadian studies as part of this effort. In its own explanation of the international component of the five-year plan, the international office notes that this could be pursued through the development of collaborative research projects between Canadian and foreign scholars on the following sorts of topics: ethnicity and the pluralistic society, Northern development, development in the Third World, and the technological society. These views are in line with Symons' recommendation 25(a) in the Canadian studies abroad section of that report.

The third SSHRCC priority is the communication of the results of research both to the scholarly community and to the interested public. Council is encouraging Canadian academics to communicate the major results of their research to the international scholarly community through two new programs. These are: travel grants to Canadian scholars to permit them to present papers at international scholarly conferences in the humanities and the social sciences; and grants in support of seminars, workshops or colloquia organized jointly by Canadians and foreigners to discuss, coordinate or evaluate specific research topics or themes.

In addition, serious consideration is being given to the inclusion of a provision for the costs of disseminating the results of joint seminars and projects. Subsidizing co-publication would help reduce delays and assure international distribution. Council would therefore help ensure that the results of the joint seminars and projects it supports are communicated quickly and widely.

Further, the council proposes to increase, from $125,000 to $145,000 for 1980-81, the travel for international seminars and conferences program. Beyond that, an annual increase of approximately 10 per cent is being planned. The council is also considering taking up the program of visiting scholars which was administered by External Affairs until 1978.

The fourth SSHRCC priority in its five-year plan acknowledges the need for a more systematic commitment to build up the infrastructure, facilities and instruments which are required for continued effective scholarship. Among the council's international programs, two fall into this area. They are: Travel Grants for International Representation (GRIPE) and Aid to International Secretariats. The former assists scholars who hold office in international scholarly organizations to attend management and policy meetings of these organizations. The latter provides modest aid to a small number of international scholarly organizations for their secretariats during the time they are located in Canada.

GRIPE is expected to grow at a fairly modest pace during this period. The program of grants to international secretariats should also remain a modest one, with a ceiling of approximately $50,000.

In addition to these existing program and plans, the SSHRCC has responded to two other recommendations in To Know Ourselves. Recommendation 29(b) called for "...a substantial development of the facilities and arrangements for Canadian scholarly and cultural activity in Italy." Recommendation 31(b) suggested "...the establishment of a Canadian school in Rome."

In April, 1978, the SSHRCC awarded a three-year grant, consisting of $25,000 per annum, to the Canadian Federation for the Humanities to enable the Federation to establish a Canadian academic centre in Italy. That centre has now been established and by all accounts is playing an active role in both facilitating the research of Canadian academics working in Italy, and creating an awareness of Italy in Canadian scholarship. It has arranged access to museums and special collections, assisted scholars in finding accommodation and services such as xeroxing, and has organized seminars

involving Canadians and Italians. It also cooperates closely with other foreign academic centres in Rome. In addition to SSHRCC funding, the centre receives support from the Canadian Cultural Institute in Rome and funds from 15 Canadian universities participating in the project.

This Canadian school in Italy reciprocates the work of the Italian government in Canada. For example, in 1977 Italy established a cultural institute in Toronto geared to acquainting Canadians with the Italian heritage. The Instituto Italiano di Cultura in Toronto is one of the 62 such centres operated by the Italians around the world. There are two others in Canada, one in Montreal and the other in Vancouver.

The Canada Council is involved in some bilateral work which addresses those aspects in the Symons report which call for a greater sharing of scholarly information and for more exchanges between scholars in Canada and abroad.

One such Canada Council effort is the recently signed Canada Council-Swiss Foundation Pro-Helvetia agreement creating the Canada-Switzerland Literary Prize. Announced on April 21, 1980, this prize is valued at $2,500 (or the equivalent in Swiss francs) and will be awarded every year alternatively to a Canadian writer or a Swiss author for a work published in French during the preceding eight years. Poetry, fiction, drama and non-fiction will be eligible. In addition to works written in French, the prize may also be given for the French translation of a work in English by a Canadian author or a work written originally in German, Italian or Romansh by a Swiss writer. A similar agreement exists with Belgium.

A different kind of program is exemplified by the Canada-Wales Writers' exchange. The Canada Council and the Welsh Academy of Writers announced in June, 1979, an exchange program which will allow a Welsh author to visit Canada for a week to 10 days of talks, seminars and readings, as the guest of a Canadian writer. At a mutually convenient time later, the Canadian will visit Wales for a similar period. The Canadians are chosen by the Canada Council, the Welsh by the Writers' Academy. Each covers the respective costs: accommodation is the responsibility of the host author. The exchange is open to English-speaking writers who have had a successful writing career in the areas of fiction, poetry or drama and who are still active in their profession.

The Canada Council and the Scottish Arts Council have entered into a slightly different exchange agreement. The aim is to provide a long term writer-in-residence program, rather than a short visit between participants. In this agreement, the Canada Council agreed to provide a fellowship to the Scottish writer of $17,000 while in Canada, and the Canadian host university is responsible for accommodation. The Scottish council pays the costs of the Scottish writer's travel. The Canadian author receives a fellowship of 5,000 pounds from the Scottish council, accommodation from the Scottish university and travel from the Canada Council.

Programs are offered for musicians and artists as well. For example, in mid-1979 the Council announced that it had arranged for studio space to be available at the Cité internationale des arts in Paris from September 1, 1979 through to August, 1980. The following Canadians were being given access to this space for part or all of the period: pianist Angela Hewitt, composer Reynald Arsenault, artist Iain Baxter and sculptor/artist Tony Urquhart.

In addition to these Canada Council and SSHRCC projects, the Government of Canada has taken direct action to support Canadian studies abroad from time to time. In the External Affairs section of this chapter, one example is mentioned -- the endowment, as a bicentennial gift to the United States, of a five-year visiting professorship in Canadian studies to Yale.

Another example is the support being provided by the Canadian government for the establishment of a chair of Canadian studies at the Hebrew University of Jerusalem, a move that had been recommended (39(b), page 55) in To Know Ourselves.

In April, 1976, on behalf of the Government of Canada, the Secretary of State, the Hon. John Roberts, announced that $250,000 was being provided to help in the endowment of a chair of Canadian studies at the Hebrew University of Jerusalem. This contribution was to match the donation given the University for this purpose by Ralph and Roz Halbert of Toronto.

With these resources, discussions at the Hebrew University led to the establishment of a program of Canadian studies, rather than a chair, on the assumption that a program would reach more students and develop more interest in the field. Consequently, a program was announced in April, 1978, and officially inaugurated in May, 1979.

The program is governed by an academic committee, chaired by N. Lectzion, Dean of the Faculty of Humanities at the Hebrew University, and is coordinated by Daniel Ben-Natan, Associate Dean and coordinator of the program. Their work is aided by a Canadian Advisory Committee which is chaired by Professor Eugene Rothman of Carleton University in Ottawa.

Part of this program revolves around a visiting professorship in Canadian studies at the University, and the development of specific Canadian studies projects. For example, Professor Peter Oberlander, visiting professor from U.B.C. in 1979, and Arie Shachar, of the Hebrew University, jointly proposed a research project "The Dynamics of Settlement Systems: A Comparative Analysis of Canada and Israel." This project will bring together a substantial number of senior and junior researchers from Canada and Israel on a subject of obvious mutual interest.

During 1979 as well, Canadian and Israeli academics had a meeting to discuss the place of Canadian Jewry in Canadian culture. Professor Gerald Tulchinsky of Queen's, Professor Seymour Mayne of the University of Ottawa and Professor Gideon Shimoni of the Hebrew University presented a panel on "Perspectives on Canadian Jewry." A meeting chaired by Professor Abraham Harman, President of Hebrew University, brought together Hebrew University professors with a visiting delegation from the Canadian Institute of International Affairs.

In addition to developing a Canadian studies program at the University, efforts are also being made to encourage the development of courses with a Canadian content orientation. Financial considerations and the decisions of the academic community will determine the final outcome of these efforts.

Examples of Non-Canadian Uses of the Symons Report

In addition to the work done by Canadians to advance Canadian studies abroad, there has been interest in the field and in the report of the Commission on Canadian Studies in other nations as well. The Symons study has been used as a model for other work and in the deliberations of various governments. A few examples illustrate the point.

The Caribbean Educational Bulletin (Volume 4, No. 1, pages 15-21, January, 1977) carried a full six-page summary of To Know Ourselves in an article entitled: "Background Material for Unica V Workshops." Unica V is an institute in Curaçao which runs workshops on Asian, African and Caribbean studies. In this article the author noted that "...The relevance of this report and its pertinence to the Caribbean region can be easily appreciated."

In New Zealand, the University of Auckland's vice-chancellor drew his colleague's attention to the report of the Commission on Canadian Studies. A committee of the University was established to consider various aspects of New Zealand studies as a result. In the University of Auckland News, August, 1977, this New Zealand Studies Inquiry was announced.

> The subcommittee which is investigating the number and content of courses in fields of study relating to New Zealand is to ask all heads of departments for information on courses and current research with New Zealand content, and for any comment they or their staff wish to make about the rationale of studies relating to New Zealand, and about areas where further expansion seems appropriate.

Similarly, in Australia the Science Policy Research Centre at Griffith University took note of the comments in To Know Ourselves about the lack of interest on the part of sociologists, historians and educationalists in Canadian developments in science and technology. The director of the Centre noted that this drew attention to a similar problem in Australia which deserved the Centre's concern.

In 1979, the British government imposed very stringent budget limitations on various departments and public agencies. In the ensuing debate the British Council, in its representations to the Foreign Office, quoted passages from To Know Ourselves referring to the "drift" bedevilling Anglo-Canadian relations and regretting the smallness of the Council's effort in Canada (Vol. 2, Chapter 6, pages 20-21). This is an example of how a cultural agency in another country has used the report of the Commission on Canadian Studies in approaches to its own government in matters related to its rationale and to financial policies.

There are other examples as well -- instances in which individuals responded to issues in the Symons study. For example, Dr. John Wolforth from McGill informed the Commission on Canadian Studies that he was taking his sabbatical in England in order to work with British educators on materials dealing with Canada in seven U.K. centres (Glasgow, Edinburgh, Sheffield, Birmingham, Cambridge, London and Plymouth). Elements in his work were research on British pupils' interests in and perceptions of Canadian geography, the development of material pertaining to Canadian geography, organization of workshops for teachers and liaison work with school projects.

CONCLUSIONS

There has been a noticeable increase in the study of Canada in some countries, and there have been some important developments in the Canadian government's responses to these interests. Special mention should be made of the efforts of the Academic Relations Division of the Department of External Affairs in six of the seven program countries designated as priorities for its work. In addition, it appears that a number of other agencies of government have helped to encourage and facilitate exchanges between Canadian and foreign academics, and to encourage non-nationals to research, write and teach about Canada.

Nevertheless, it is imperative to reiterate an observation made in the introduction to this chapter. If one compares the information in this report with the various problems and opportunities outlined in To Know Ourselves, it is clear that a phenomenal amount of work still needs to be done.

It is important, if further advances in Canadian studies abroad are to be made, that the various agencies interested in this kind of work and charged with some responsibility in the area expand their efforts. Each needs to relate its work to the programs of the others, and to the Commission's recommendations.

Certainly, in terms of the Department of External Affairs, it is to be hoped that the number of priority countries in its Canadian studies program can be increased. In addition, those aspects of the program which reach beyond the existing program countries, especially the book and journal distributions programs, need to be continued and to be expanded. Not only do they help in the development of Canadian studies abroad, but they are important to many Canadian periodicals and to small Canadian publishers.

Finally, there appears to be an important role to be played by the Association for Canadian Studies and by the Association of Universities and Colleges in the development of links between university Canadian studies programs at home and those abroad. Some very valuable initial contacts have been made by the ACS with the various national associations or societies for Canadian studies in Europe, the United States and Japan. Hopefully they can be continued and expanded with support from the Department of External Affairs and from the SSHRCC.

REFLECTIONS ON THE SYMONS REPORT
THE STATE OF CANADIAN STUDIES IN 1980

CHAPTER SIX

CANADIAN STUDIES AND ARCHIVES

"It is not too much to say
that Canadian archives are
the foundation of Canadian
studies."

To Know Ourselves
Vol. II, page 69.

CANADIAN STUDIES AND ARCHIVES

The Commission on Canadian Studies devoted a whole chapter to an examination of the role that archives play in the development of Canadian studies.

Professor Symons pointed out that no single subject is of greater importance to the future of Canadian studies than the state of our country's archives.

> Without the resources of many of our archives, original research on the development of our society, institutions or culture would be impossible. In the same manner, the more comprehensive the nation's archival resources may become, the greater will be our opportunities for research into the nature of the Canadian historical experience... the achievement of self-knowledge depends upon a fearless examination of our individual and collective pasts... From this it will be clear that the future quality of Canadian studies is directly linked to the condition and resources of Canadian archives. It is not too much to say that Canadian archives are the foundation of Canadian studies.

It is appropriate, then, that this review of the state of Canadian studies in 1980 contain a special chapter on the question or archives.

Since the release of the Commission's report, Archivaria, the journal of the Association of Canadian Archivists, has carried several articles on To Know Ourselves. In the summer, 1976 issue, a resumé of the findings of Professor Symons' study was published.

Noting that the Commission contained "appropriate recommendations likely to provide support for the entire concept of Canadian studies," the article concluded that "...the chapter on archives is of great interest to archivists..." and contained this concise summary of the findings in the archives chapter:

> Sensitive to regional needs and potential for acquisition, the report calls for the creation of a national network of regional archives "well equipped and properly staffed, which would work in close liaison with provincial and federal archives and in collaboration with universities, historical societies, school boards and other appropriate institutions and authorities" (p. 72). Suspecting that the solution is not necessarily an expansion of the present archival centres, but rather decentralization, the report emphasizes the role of the archives as resource centres essential to the Canadian public and academic community. In the context of the recommendations that the universities increase involvement with their regional communities, the Commission recommends that these academic institutions seriously consider playing a role in a network of

> regional archives. The report also draws the attention of university administrators to the value of their own records. Finally, emphasizing the requirements for more formal training for archivists and conservators, the report recommends that "the university system, in cooperation and consultation with leading Canadian archivists and archival institutions, take immediate steps to ensure the rapid establishment of graduate programs in training professional archivists in both our official languages" (p. 75). Other recommendations deal specifically with the Public Archives of Canada by supporting the Association of Canadian Archivists' resolution last year at the Edmonton conference for a new building, by urging an expansion of the diffusion program, and by stressing the importance of Canadian studies for the new National Film Archives. Among other subjects, the Commission also pointed to the necessity for the preservation of business records and sources for native studies, for the preparation of appropriate finding aids to newspapers, and for the long-overdue modifications to the present copyright law.

The release of the report sparked a considerable amount of interest and debate in archival circles. Its recommendations have received careful scrutiny and a number of them have been endorsed by archivists.

Archivists agree that there are a number of questions about diffusion and accessibility which have to be addressed. The public needs to be informed about the importance of archival resources so that unwittingly we do not lose items which will be of value to future generations. Finally, we have to ensure that the archival principles of provenance and respect des fonds are given proper recognition so that the research resources which archives truly represent are not damaged or compromised.

Dr. Symons also drew attention to the fact that archives are important in remedying the neglect of certain Canadian studies. We have tended to neglect in Canada histories of science, technology, design, innovation, architecture

THE ASSOCIATION OF CANADIAN ARCHIVISTS (ACA)

For a number of years the archives section of the Canadian Historical Association served as the link between Canadian archivists and aided in the assessment of national archival programs and needs. In 1972, this section established a Committee of the Future which considered several major issues related to the development of archival associations, including the possible formation of a national archivists' society. The recommendations of the committee were discussed by the archives section of the CHA on June 7, 1974. They were adopted, one calling for the establishment of an independent society for archivists "on or about" July 1, 1975.

The Commission on Canadian Studies encouraged this development, and shortly after the release of To Know Ourselves, the Association of Canadian Archivists was formed. Through its connection with the francophone Association des archivistes de Québec, which was founded in the 1960's, both provide a means to represent archivists in all parts of the country. This link is called the Bureau of Canadian Archivists and it is composed of three representatives each from the ACA and the AAQ. The presidents of the two organizations are members of the Bureau as part of their respective delegations.

The ACA welcomed the archives chapter of the report. An article in Volume 1, Number 2 or Archivaria, the journal of the Association of Canadian Archivists, provides an indication of the importance archivists placed on Canadian studies.

> The report of the Commission on Canadian Studies will certainly interest the archival community and should encourage an awareness of the potential and the importance of archives to universities and the Canadian public. As suggested by the commissioner, it might be useful to archivists if the Association of Canadian Archivists were to establish a committee to review the report and to suggest means of implementing relevant recommendations. It would be shameful to let such an opportunity pass.

The president of the ACA responded quickly to this suggestion. He appointed a Select Committee to canvass archivists' views of the report and to draft an associational response to it. To aid the Committee, the ACA president invited the submission of individual briefs to the Committee for review. After an assessment of the 31 recommendations of the Symons report, the Committee drew up a questionnaire and distributed it with the July issue of the Archives Bulletin. Sixty-two out of 225 archivists surveyed completed questionnaires.

The report of the Select Committee's findings and deliberations was entitled The Symons' Report and Canadian Archives. This ACA document went through a number of revisions before release and took a good deal of time to complete. These facts indicate the intensity of the debate surrounding the report. In the introduction to this ACA response the authors noted that:

> ...archives have been studied and reported on in other contexts,...the Symons report represents the first time that archives have been discussed in any report dealing with Canadian universities. Archivists throughout Canada are grateful to Professor Symons for calling attention to the community of interest that exists between those who exploit archival resources on the one hand, and those who exercise stewardship over them on the other.

The authors commented that Professor Symons has expressed the scholar's valid concern that the widest possible range of documentary materials be preserved for future research. They approved of his identification of some of the basic problems in Canadian archival programs, including low or negative public awareness, inadequate reference tools, and a lack of a suitable framework for future archival development. And they noted that the report's solutions are a public awareness program, the development of a national guide to archival resources and the creation of a national network of regional archives based in the university system.

> We agree with Professor Symons that public awareness of archives must be broadened. Archives as repositories have existed far too long in the shadow of other more easily identified document-collecting agencies and archives as document specialists in the shadow of other more familiar curatorial professions.

In order to present their views, the authors organized their remarks with the following questions in mind:

(1) What is the nature of archival records?

(2) Who are the present and possible future sponsors of archival programs, and what are their motives?

(3) Who has custody of archival records?

(4) What systems or networks are possible and necessary for the future?

Addressing these questions, the authors wrote about archives as both institutions and documents. "As institutions they house, preserve and make accessible our recorded heritage. Archives as documents are the records of activity, whether public or private, corporate or individual." They quoted Sir Hilary Jenkinson's comment that "the documents which make up archives were created initially to serve administrative ends, and accrued naturally over a period of time. Their potential usefulness as cultural resources were rarely a factor in their creation." Jenkinson's corollary was that: "Archives were not drawn up in the interest or for the information of posterity."

The Symons Report and Canadian Archives suggests that the Commission conveyed quite a different sense of archives, as materials to be collected according to a subject specialization, or be divided in terms of theme or format, essentially as the tool of the scholar.

> This is akin to the librarian's conceptual framework of building collections, pulling together discrete items and organizing them according to a standard classification of human knowledge ...this approach is inappropriate for archives.

In its critique, the ACA adhered implicitly to two archival principles, provenance and respect des fonds, and related them to records management and the total archives idea. Provenance means that the source or creator of a record must not be obscured -- that the link between a record and its original creator is important to maintain for administrative, legal, proprietary, financial, as well as historical reasons. Reference links between any transferred materials have to be maintained. Respect des fonds means that records must be preserved in the original order in which they were created so as not to destroy the internal significance and context of any given document and thereby reduce its historical meaning.

According to the ACA, the Symons report dealt extensively with those archival institutions that have been most familiar to Canadian scholars in the past, and rarely emphasized the use of archives for other than academic purposes.

> The report seems preoccupied with the role of the Government of Canada through the Public Archives, and with the universities' roles as centres of regional archives. The report ignores the mandate of provincial archives as sponsors of archival activity, and neglects principal archives... No mention is made of the accomplishments of religious organizations in preserving their records.

Consequently, the ACA took issue with the Symons report proposal that a national system of regional archives be established, and especially with its recommendation that "...in many cases, the regional archive could and should be located within the local university and be administered by it." On these points the survey conducted by the Select Committee had shown that archivists:

> ...questioned (the recommendation's) appropriateness as a national strategy and the appropriateness of universities as sponsors for them. Archivists wish to counter the impression that archives should be set up at will to serve regions rather than grow out of the operations of a particular organization or, by extension, community.

> Should they be developed, regional archives should grow out of a region's needs through the coordinated extension of provincial, and diffusion of federal, activity.

Having said this, the archivists strongly endorsed Professor Symons' comments about the role of archives within a university. He wrote:

> ...there are minimum archival services that every university should immediately assume. These relate to the records of the university itself and to those of the members of its staff. In some universities archives play an active role in records management for administrative purposes; but in all cases university archives should assume responsibility for housing records documenting the policies and history of the university.

The Association agreed and went further:

> Those universities that have acquired private, non-university records should ensure that such records are made available at convenient times to the general public.

The ACA report is too long to be summarized in detail in this paper. It demonstrates that archivists were not in total agreement with the Commission, but it also stresses the important role that the Commission played by providing the new organization, the ACA, with an opportunity to crystalize its own thinking and to begin to develop comprehensive policies related to public enlightenment about archives; the education of future archivists; and the development and coordination of archival policies in Canada.

In addition to the study and the Archivaria articles, the second annual meeting of the Association of Canadian Archivists, held at Fredericton in 1977, was devoted entirely to the report of the Commission on Canadian Studies. Professor Symons was the keynote speaker at the first session entitled "Symons Says." Many of the same concerns expressed by the select committee surfaced in the discussions that followed.

For example, Peter P. Moran, speaking in that first session, said that the idea of having regional archives based in universities was not feasible. He pointed out that, in his view, university archives were plagued with difficulties which would not disappear if the university became the home for a regional archives centre. The primary problem, he said, was that libraries often exercise considerable power over archives at a university. Loss of acquisitions decisions, poor facilities, little records management, no budget control, and generally low hierarchical stature are major burdens borne by most university archives. Further he pointed out that "...if a library's policy can be coloured, deeply, by faculty, how can the usually impotent archives in a university hope to remain independent?" His third major concern: "...is that of public access to what are likely to be academically oriented institutions." Despite these points about regional archives in universities however, Moran echoed the ACA response by saying that he was in general agreement with the thrust of the report.

The same can be said of other speakers at the ACA conference. For example, the provincial archivist of Saskatchewan, Ian Wilson, concluded:

> ...the Symons report has not so much decreed the direction of the future, as it has discerned and articulated the trend of present developments and community needs. We may disagree with the report's emphasis on the role of the universities, but the interests of government, archives and universities in this field coincide. The challenge is for us to recognize the trend, harness the energies of those interested in archives, and lead them in a proper professional direction. Problems remain, but I feel that soon, we as a profession can achieve agreement on our vision of the future pattern of the Canadian archival system, and assure Professor Symons that no further obstacles remain that money cannot solve.

Both the Association's study and the ACA meeting show that the report of the Commission on Canadian Studies attracted the attention of archivists in Canada. Not only because of the controversy that the regional archives proposal created, but because the report contained a number of recommendations which accorded archivists the recognition and encouragement that they rightly deserve.

Since its inception, the ACA has had an Education Committee charged with examining the training of archivists in universities and with drawing up proposals for certification and accreditation of archivists. As a result of this committee's deliberations, a proposed model for an M.A. program has been designed and adopted by the ACA. An archives M.A. program is being introduced at the University of British Columbia in the fall of 1981 and it appears to be entirely acceptable to the ACA. The course content, I was told, measures up to the ACA guidelines, and an archivist will be sought to direct the program. A sub-committee of the Education Committee has been working with the University of Toronto over the past year to encourage a full archives education program there. In Quebec, a proposal for a graduate course is being examined by Laval University. The Education Committee also monitors and responds to university archival training programs at a number of universities including Western, McGill, the University of Alberta and the University of Windsor. All of this is within the spirit of the comments in To Know Ourselves, contained in Volume II, page 75.

The Business Archives Committee, working under the chairmanship of Jane Nokes, identified a number of problems faced by those types of archives. These included executive resistance to the release to archives of recent or confidential records; the lack of or the existence of ineffective records management programs in business; the relegation of business archives to being simply part-time or retirement projects; the position of business archives as an adjunct to a library or a department; "hit and run" collecting tactics of central archival agencies; and the challenges posed by machine readable records. The recommendations posed by this committee were very much in accordance with the thrust of the Symons study: businesses establishing

archives or records management programs should receive tax incentives and benefits; business archives need immediate help with training, salary levels adjustments and leadership; and business archives need some kind of national focus to represent them and articulate their needs.

The ACA also had a Committee on University and College Archives. Its report, entitled: University and College Archives: Legislation and Policy, contained a model for postsecondary institutions to follow in establishing an archival program. In the preamble to this document, the author, James Parker, noted that during the 1960s a few universities had become aware of the need to preserve and maintain records and documents which would portray the development of higher education in their communities. "That awareness has been accentuated by the Symons report, To Know Ourselves."

Interest in Canadian studies on the part of this association has been manifest in other ways as well. For example, the Association of Canadian Archivists and the Association for Canadian Studies have recently established a joint committee to provide liaison between the two organizations to plan collaborative work and to exchange policy views. The ACS had a review of the archival portion of the Symons study as part of its 1977 national conference, and the ACA invited the president of the ACS to address the 1980 ACA national conference on the topics of "Archives and Canadian Studies."

THE CONSULTATIVE GROUP ON CANADIAN ARCHIVES

As explained in chapter one of this report, the Canada Council established a Consultative Group on Canadian Archives in January 1978 as a:

> ...response to the long-expressed needs of both archivists and researchers, and the concerns highlighted by Professor Symons in his report on Canadian studies, To Know Ourselves.

The formal report of the consultative group was presented to the Canada Council's successor, the Social Sciences and Humanities Research Council, on June 1, 1980.

The consultative group was established to examine the state of all types of Canadian archives--municipal and local, business and labour, ecclesiastical, provincial, university and federal--and to report back to the government and to the universities. In addition, the group was asked to assess the roles of public and private institutions in the preservation and use of historical records pertaining to Canada, and the implications of Canada Council programs for the development of Canadian archives. Recommendations were to be directed to the development of existing archives and the evolution of the Canadian archival system.

This nine-member body, chaired by the provincial archivist of Saskatchewan, Ian Wilson, called for briefs in February, 1978. Sixty-nine were received, including some from ACA committees and members on several aspects of archives. They conducted a survey questionnaire which was disseminated to all archives in Canada and analyzed by the consultative group. In addition, they were given access to the briefs received by Professor Symons on the topic of archives. Taken together, they "...provide the first comprehensive portrait of the system."

In the introduction to their report, the consultative group noted that "Today there is a renaissance in Canadian studies evident in the archives of the country" for scholars from many disciplines, not only historians, are now searching the records of all aspects of the Canadian past.

> As the scholarly community has evolved a series of new perspectives on the past: urban, social, labour, women's, and ethno-cultural history; historical geography, demography and climatology; and a host of others, the demands placed on archives have multiplied.

Scholars have been joined by others. The renaissance the group found is one of diffusion as more and more teachers, popular writers, radio, television and film producers, and publishers "...tax the full resources of the archival system to meet the widespread interest in our heritage."

The authors explain the various roles of the archives. They are not only the repositories of the basic cultural resources of the country; they preserve the records necessary to document the rights of governments, corporate bodies and individuals within society.

Despite their importance, the group concluded that the archives of Canada have not received the attention they warrant. Governments, funding agencies, corporations and even most researchers "...have not attempted to assess the adequacy of the system, nor have they tried to understand the problems facing Canadian archives." They comment that the Massey Commission had viewed the Public Archives of Canada in isolation from the rest of the archival system.

> While the commission's report assisted the Public Archives of Canada at a critical point in its development, the report did not consider the needs of a national archival system.

Similarly, they write that:

> The report of the Commission on Canadian Studies: <u>To Know Ourselves</u> ...approached archives from one perspective: that of the universities. In so doing, it overlooked the other communities and interests archives must serve. But in its emphasis on the role of the archival system, the Symons report made clear the dependence of teaching and research on archives: "... the future quality of Canadian studies is directly linked to the condition and resources of Canadian archives."

They concluded that university research, and much of the research funded by the Canada Council and its successor, the SSHRCC, assumes the existence of a viable and comprehensive archival system. "That is a major assumption." The portrait which emerges from their work shows that the cumulative effects of the chronic lack of funding, facilities and equipment has blighted the development of most archives. "If the future of Canadian studies rests on the archival system, it rests on an insecure foundation."

The consultative group makes it clear that, from their perspective, the highest priority is for the development of comprehensive systems of archives in Canada, based on federal and provincial networks. These systems must build upon and reinforce existing archives, while encouraging the development of new archives to fill defined gaps. They must, the group says, evolve from the basic nature of archives as part of an institution or community, and respect the principles of archival science.

Their recommendations are worth noting here because they have implications for the development of Canadian studies and of government policies on archives. A summary of the recommendations is found in Chapters IV and V of their report.

Chapter IV

(1) We recommend that all public archives re-evaluate their overall programs to achieve an appropriate balance between their traditional institutional programs and new programs designed to provide leadership to a system of archives in their region.

(2) We recommend that the archives in each province form a coordinated network to establish common priorities and to develop services, facilities and programs of benefit to all.

(3) We recommend that the Public Archives of Canada establish a new branch to administer consulting services, information services, technical facilities and a grant program for the benefit of the entire archival system, with policies and priorities to be established on the recommendation of a National Archival Advisory Committee.

(4) We recommend that the federal government amend the Public Archives Act (R.S.C. 1970. Chapter P-27) as soon as possible to permit the programs we are recommending and to provide a solid legislative base for the future development of the Public Archives of Canada.

(5) We recommend that the annual budget of the Public Archives of Canada be increased by $2.5 million for programs to be administered by the new Extension Branch.

(6) We recommend the formation of a Canadian Association of Archives to plan projects and programs affecting archives and to express the institutional viewpoint on matters of public policy or professional activity.

(7) We recommend that the Canadian Conservation Institute develop an increased emphasis on providing conservation training, consultation and services to the archives system; and that appropriate funding, staff and advisors be added for this purpose.

(8) We recommend that Heritage Canada reassess its responsibility for all heritage matters and specifically that it begin programs to involve the public in archival concerns.

(9) We recommend that the new Extension Branch of the Public Archives of Canada consider providing funds to assist in the establishment of a suitable masters program in archival science in each official language at Canadian universities to serve the immediate educational needs of the entire archival system.

(10) We recommend that the SSHRCC add archival science to its list of eligible disciplines for research grants; that archivists, able to obtain sabbatical leave from their institutions, be eligible for leave grants; and that archives be considered as eligible institutions for negotiated grants.

(11) We recommend that research grants awarded by the SSHRCC which impinge substantially on specific archives include an appropriate amount to assist the archives in providing the required services.

We recommend that the SSHRCC routinely involve archivists in assessing applications in the humanities and social sciences.

We recommend that all archives develop accounting systems that will permit them to receive and use payments for services provided.

Chapter V

(12) We recommend that all governments, universities, corporations and other organizations establish guidelines for their officials and employees clearly defining which records belong to the government or institution and which to the individual.

(13) We recommend that, in consultation with AAQ and ACA, the Secretary of State initiate the revision of the Cultural Property Import and Export Act with a view to making it an effective tool for the preservation of archival materials within Canada by public as well as private institutions.

(14) We recommend that the Income Tax Act be amended to encourage corporations to establish and to maintain their own corporate archives as a service to the public.

(15) We support the recommendation of the Symons report that a federal parliamentary committee or other appropriate committee of inquiry be asked to study problems relating to the disposition of the business records and papers of international corporations operating in Canada, and to consider the application of such controls to other international organizations operating in Canada, including labour unions, charitable and cultural associations, and the like.

We further recommend that the dominion archivist raise these issues in the International Council on Archives with a view to establishing archival guidelines for multinational corporations.

(16) We recommend that until acid-free archival storage containers and other conservation supplies are manufactured in Canada, the federal government remove all import tariffs on such supplies.

(17) We recommend that the new Extension Branch of the Public Archives of Canada fund a study and develop consultants in the area of archival security; and that the branch coordinate a national register of stolen documents.

(18) We recommend that the federal government amend the Copyright Act to reflect the legitimate needs of archives, archivists and historical researchers.

The group concluded that "...the amounts involved to implement our recommendations are modest." When the total annual archival expenditure in Canada -- outside of federal archives -- is only $11 million, additional expenditures, when properly applied, can have national results far out of proportion to the amount involved. They urged each province to provide an additional $100,000 to $500,000 annually to assist their archival networks, and the federal government to add $2.5 million to the Public Archives budget for extension programs.

Clearly the archival system will need the assistance of other federal and provincial agencies as well. The consultative group called on the Canadian Conservation Institute for help through new programs of technical training, access to its specialized facilities and to the results of its research. The policies of Heritage Canada and of the SSHRCC should be altered, they ask, to keep archival concerns in mind.

> The successful implementation of our recommendations for evolving a Canadian archival system depends upon improved opportunities for training, education and research in archival science. Training workshops and basic manuals are required to assist smaller archives in all phases of archival activity. Continuing and specialized education for existing archivists and a postgraduate diploma course and masters program in archival science also receives our strong recommendation. Graduate programs in both official languages are a definite and immediate necessity to provide the system with a steady infusion of new archivists.

These recommendations reflect the findings on archives education contained in the report of the Commission on Canadian Studies.

A review of these studies is disconcerting, even for a layman. Even though archives receive the bulk of their holdings by donations, it is shocking to learn that the total amount spent on all archival acquisitions in Canada (excluding the Public Archives of Canada) in 1979 was a paltry $901,537, roughly the average spent by each of the main university libraries in Canada for the acquisition of material. The average budget of the larger archives is one-tenth that of one of the 44 main university libraries in Canada. Half of Canadian archives have annual budgets of less than $20,000. Only 30 of the 171 exceed $75,000 annually while 62 have budgets under $19,999.

> Even amongst our largest archives there are those lacking the basic facilities or equipment which would today define a modern archives. Our statistics could not measure the adequacy of the archival system in ensuring that all material of historical significance is being preserved; ...only a handful of archives have developed conservation programs or have the laboratories, the technical staff and the environmental controls to arrest the deterioration of records in all archival media. The archives collections are disintegrating and increased use only accelerates this process. The educational opportunities open to archivists are non-existent and apprenticeship and brief courses suffice for entry into the profession. The portrait which emerges from the analysis of our survey ...shows the cumulative effects of the chronic lack of funding, facilities and equipment which has blighted the development of most archives.

It is obviously with justification, then, that the consultative group concluded that if the future of Canadian studies rests on the Canadian archival system, it rests on an insecure foundation.

This, then, is one very important point for this review of the state of Canadian studies in 1980. There may be Canadian studies programs developing in universities and colleges, and there may be some significant responses from other quarters. All of these responses are important and valuable contributions to the field of Canadian studies. But if archives, which Professor Symons considered to be the very foundation of Canadian studies, are to languish in neglect and to deteriorate through inadequate conservancy and a lack of funding, then the long-term prospect is bleak.

THE PUBLIC ARCHIVES OF CANADA

In 1872, the Parliament of Canada voted $4,000 for the Archives of Canada in the estimates of the Department of Agriculture, Arts and Statistics. The mandate of the first Archivist, Douglas Brymner, was to "gather, classify and make available for researchers, the Canadian records." It was 40 years after

the founding of the Archives that the Public Archives Act was passed. This raised the institution to the status of a department entitled the Public Archives of Canada, under the direction of a deputy department head known as the Dominion Archivist, responsible to Parliament through the Secretary of State. It granted to the Public Archives the broad mandate to collect:

> All such public records, documents and other historical material of every kind, nature and description ...as are placed under the custody and control of the Dominion Archivist.

Every Canadian province and territory has, since 1912, passed similar archival legislation, so that the established practice in Canada is for each government archives to be responsible for all archival materials of every type, from any source, on any subject relating to the geographical jurisdiction of the parent government.

In the report of the Commission on Canadian Studies, the Public Archives are called "...the keystone of the Canadian archival system" and "...the indispensable source for research on Canada." In his study, the commissioner noted that in order to fulfill its role in Canadian cultural and public life, the Public Archives require new resources and an increased scope of activity. The first and most pressing need "...is for a new legislative framework and mandate." The Public Archives still operates within the terms of the legislation of 1912. "The provisions of the act are no longer adequate for the enlarged responsibilities that the Public Archives must now assume." This appears as recommendation 14 in the commissioner's chapter on archives.

The Public Archives of Canada produced a 25 page in-house review of the report of the Commission on Canadian Studies. It dealt with the various recommendations in the archives chapter, but also with those related to the field appearing elsewhere in the report.

> The extent of our comments reflects the fact that the report contains such a large volume of useful, considered information and opinion on the state of archives in Canada.

This document has been used as a basic planning tool and has had wide circulation within the Public Archives itself.

Generally, the Public Archives finds itself in agreement with the recommendations in To Know Ourselves directed specifically to it. Twelve of the 31 recommendations on archives penned by the Commission were directed to the Public Archives of Canada. What follows is a catalogue of them with commentary on the response from the Public Archives and on its efforts to implement specific recommendations.

Recommendation 2:

> The Commission recommends that the preparation of a national guide to all known archival resources in Canada be immediately undertaken under the leadership of the Public Archives of Canada in cooperation with other federal, provincial and private archives. The Commission recommends that adequate funds to support this important project be made available by federal and provincial governments.

This recommendation was heartily endorsed by the Public Archives of Canada. On February 9, 1977, the Dominion Archivist, W.I. Smith, wrote to the Secretary of State, the Hon. John Roberts, proposing an inventory of archival resources, both public and private, to describe the holdings available in Canada. This, Smith noted, "...would implement a major recommendation of the Symons Commission," and would fulfil the "...desire of archivists for a full response to this recommendation."

The government acted on this matter. On April 20, 1979, Minister Roberts announced that $330,267 had been allocated by the Department of Employment and Immigration and $10,000 by the Public Archives of Canada to cover the first phase of a national survey of archival resources. This was to involve 138 students working in 20 locations. When the minister made his announcement, he noted it as a response to the recommendation in the report of the Commission on Canadian Studies.

Recommendation 14:

> The Commission recommends to the federal government that it immediately undertake, in close cooperation with the dominion archivist, to draft a new and expanded legislative mandate for the Public Archives of Canada, to replace the act of 1912, and that such legislation be presented to Parliament at the earliest opportunity.

This was endorsed as well, and the Public Archives paper suggests that activity is presently underway to produce new legislation. A National Archives and Records Act is being considered for proposal to Parliament.

Recommendations 15, 16 and 17:

> The Commission recommends to the federal government that planning now go forward for the expanded physical capacity that will be required to house the Public Archives of Canada.
>
> The Commission recommends that responsible officials of the Public Archives and the National Library, and of the Department of the Secretary of State, seriously explore the possibility that the new space to be provided might house storage and administrative spaces for one or both

> of these institutions, making it then possible for some of the public rooms and research facilities of both to be retained under one roof.
>
> The Commission recommends that the new building be located immediately adjacent to the present National Library Building.

The Public Archives agreed to recommendations 15 and 17, and with the bulk of 16. However, it took exception to the last sentence in this one as "...an impractical and inadvisable arrangement ...Security of its holdings and the need for efficient, fast service, prevent either institution from agreeing to a permanent research facility situated in another building from that housing its holdings and staff."

Appropriate space for the Public Archives of Canada is vital for the proper conservation of the materials entrusted to the Archives. Proposals have gone forward to government from the dominion archivist on these matters but the question has not been resolved.

Recommendation 18:

> The Commission recommends that the diffusion program of the Public Archives be continued and expanded.

The diffusion program was begun in 1974 as part of an overall cultural decentralization and democratization policy, and it was intended to make archival materials available to many more Canadians in all parts of Canada. Elements of the program were the deposit of microfilm copies of significant collections in all provincial archives; dissemination of slides and facsimiles of documents, maps, pictures, and popular publications; and an expanded exhibition program with emphasis on travelling exhibits, including those which could be shown in shopping centres, hotels and airports. The program was well received, has been successful, and has aroused a great deal of international attention.

However, since the Commission on Canadian Studies made its recommendation, the program has been seriously diminished. The freeze on financial resources several years ago caused a cutback by approximately one-half. At the same time, the costs of microfilming almost doubled, with the result that this aspect of the diffusion program is only a quarter the size of a few years ago. Similar restraints on publications and exhibitions threaten the existence of a most important initiative.

As a way of increasing Canadians' self-knowledge, this kind of imaginative diffusion program has much to commend it. The Government of Canada should consider doing whatever it can to bring this program up to strength.

Recommendation 19:

> The Commission recommends to the federal government that adequate funds be made available to the Public Archives to permit the appointment of liaison officers, whose duties would include assistance in the organization and description of holdings of small institutions, and contact with universities and research centres.

The Public Archives did not place a high priority on this and suggested that it be referred to the provincial archives for consideration, especially to assist local repositories.

Recommendation 20:

> The Commission commends the Public Archives for the preparation of the Union List of Manuscripts in Canadian Repositories and the National Union Catalogue of Maps and recommends to the federal government that adequate funds be made available to complete the latter project as soon as possible and to prepare revised editions of both works at regular intervals, perhaps every four years.

The Public Archives, endorsing these suggestions, noted that it needs manpower to accomplish these tasks.

Recommendation 22:

> The Commission recommends to the federal government that the National Film Archives now be established on a permanent basis, as a division of the Public Archives of Canada, and that it be formally granted exclusive authority under the dominion archivist for the selection, acquisition and conservation of film and television resources of enduring historical, cultural or social value to Canada, with authority to document and diffuse these resources for scholarly and cultural purposes.

This recommendation has been addressed -- in fact, the Public Archives' review of the Commission's report indicated that this could go further to include not only film and television but also radio archival materials. This too has been done with the establishment of the National Film, Television and Sound Archives (NFTSA).

When NFTSA was established in 1972, as the National Film Archives, preservation was the key role. That is now shifting somewhat to accessibility and diffusion. The NFTSA is now co-operating with the National Library and the National Film Board in the development of CAN-MARC and PRECIS, two projects described in chapter one of this report. The objective is to develop a national information and access network.

One question presently being asked at the National Film, Television and Sound Archives is whether or not the regional offices of the National Film Board might be used in the diffusion program. This needs to be investigated and modalities should be explored. If it proves feasible then it will require funding. If it is done, it could be an important contribution to Canadian studies, for as the 1980 national conference of the Association for Canadian Studies showed, there is considerable interest in academic circles in Canada for accessibility to the valuable resources of the National Film, Television and Sound Archives of Canada.

Recommendation 23:

> The Commission recommends to the federal government that either the Public Archives Act or the Copyright Act be amended to require the deposit with the National Film Archives of at least one copy of every Canadian film either produced or distributed in Canada.

This recommendation was endorsed in principle but modified by the Public Archives. Archivists saw this as "probably going too far," and they suggested that the amendment might read that deposit should be obligatory only for films selected by the Archives.

Recommendation 24:

> The Commission recommends to the federal government that sufficient funds be made immediately available to the National Film Archives for the acquisition and preservation of those film documents in the greatest danger of being destroyed or damaged, in particular 35 mm film existing only on cellulose nitrate base.

This was enthusiastically endorsed by the Public Archives; funds have been secured for this purpose and a program is underway. The tragedy is that this comes too late, in a sense, for about half of the archival resources on this kind of film already have been destroyed.

Recommendation 31:

> As noted in its chapter on Canadian studies abroad, the Commission strongly supports the microfilm and retrieval programs now being conducted abroad by the Public Archives of Canada and other archival materials that bear upon the history and affairs of this country. It recommends that substantially increased financial resources be made available to the Public Archives to enable it to broaden and accelerate its excellent work in this field.

In responding to this recommendation, the Public Archives noted that such projects depend upon archival priorities and on the availability of resources. That question is one for government, rather than the Archives itself, it was suggested.

From all of these recommendations and the responses to them from the Public Archives of Canada, it is clear that this organization does have an important role to play in the development of Canadian studies in Canada. It is clear that the Public Archives feels exactly the same way.

In chapter one of this paper, I reported on the work of the National Library of Canada, and I quoted at length from the National Library Board publication The Future of the National Library of Canada. That document has caused considerable concern at the Public Archives of Canada. So much so, that the dominion archivist has produced the Response of the Public Archives of Canada to the Future of the National Library of Canada.

Professor Symons is invoked by both the dominion archivist and the national librarian in their debate. The dominion archivist, noting that Professor Symons had called the archives "...the foundation of Canadian studies," concludes that the national librarian's recommendations would do nothing less "than weaken that solid foundation to the lasting detriment of Canadian studies."

Without choosing sides in this rather interesting debate, which cuts to the heart of the roles of archives and of libraries, it is important to encourage a clarification of the distinctions between the National Library and the Public Archives. It is imperative that the Symons recommendation about a redrafting of the Public Archives Act of 1912 take place as soon as possible with full consultation between government and the dominion archivist, the ACA, the AAQ, and the Bureau. It seems obvious that any further weakening of the Public Archives of Canada would have dire effects on an already fragile system.

Les Archives nationales du Québec (ANQ)

I have chosen to devote the final section of this chapter to a brief description of the Archives nationales du Québec. This system, which has captured the attention of the archival community recently, provides one model for the development of a provincial archives. The sort of support given the system by the government of Québec, both financially and legislatively, deserves attention as well.

The policy of the Ministère des affaires culturelles du Québec is to enable every part of the province to benefit from the full Québec culture. Therefore, it decided to establish a branch of the ANQ in each of the province's eight administrative regions.

Seven regional branches in the ANQ system have been established in Québec City, Montréal, Trois-Rivières, Hull, Sherbrooke, Rimouski, and Rouen. Another will soon be established either in Sept-Iles or Baie-Comeau. Centres are usually established in the capital of the administrative region, and as near to universities as possible. Unavoidably, there are some rather self-contained areas not served by their own regional branch archives -- for example, the Beauce, south of Québec City. It is an area with a strong local indentity and a very active historical society which is pressing for an archives in the locality. As the law stands, local Palais de justice must deposit their records with the ANQ and nowhere else, forcing records to be transferred from the Beauce region to Québec City.

The ANQ plans to use its regional offices as part of a diffusion program in order to increase accessibility to materials. Currently, the archival materials of the Régime français are being microfilmed and deposited in all the regional centres. Even though there is no transfer of records from one regional archives to another, occasionally the microfilming of a certain fonds to meet a specific request from another region is considered. The problems of access, however, have not been solved by limited diffusion. For one thing, little progress has been made in the development of research instruments or aids, although there are some users' guides in typed form.

The regional system of the ANQ is highly centralized, with personnel, technical services, budget and acquisition policy all run by Québec City. The only exception is restoration which is done in Montréal.

One current major concern of the ANQ is the preparation of the Inventaire national des archives. Under the direction of a coordinator at the central archives, regional teams have been established to discover what archival resources there are in the regions. At this stage, the objective of the inventory is simply to prepare a complete listing of holdings.

The ANQ cannot enforce standards outside its own institutions. It has an indirect capacity to influence standards through ANQ's program of grants to other archives. Though there is only a small budget for this work, grants have been made for classifying or inventorying in connection with the Inventaire national project. In these cases, the ANQ has been able to establish standards for the work to be done.

The ANQ has little to do with the many private archives in Québec, beyond the immense task of listing all their holding. There is no objection to private archives holding private materials. In fact, in the case of the Société du Saguenay, a private archives approached the ANQ for assistance. Support was given in return for certain rights of access for the ANQ Regionalization has always been conceived as forming a complete network of public and private archives: not only more branches of the ANQ, but affiliated archives as well.

The ANQ is not, at present, in a financial position to provide funds to other archives in the province to develop their holdings. In fact, the ANQ's own holdings are desperately in need of this work. Millions of documents in Montréal are to be processed and only 6 per cent of the photocopied documents in Québec have been inventoried.

ANQ acquisitions policy regards private as well as public papers as falling within its domain, and it is willing to purchase them if necessary. Like the PAC National Library situation, the ANQ has disagreements with the Bibliothèque nationale du Québec regarding the acquisition of archival materials. There is also a great deal yet to be done in arranging for the transfer of records from many government ministries.

Finally, it is worth noting a very important power available to the ANQ, through the Ministère des affaires culturelles du Québec, to declare an archives or fonds to be a cultural property of the province (under the Loi des biens culturels). This can prevent the sale of such materials without the consent of the ministry.

It is interesting to see in the ANQ, provisions for a funding role for a provincial archives, a plan for a province-wide archival inventory, the beginning of a microform diffusion program, and the potential for the development of archival standards. All of these activities should be the concerns of every provincial network of archives. Steps like these can do much to make provincial archives important contributions to a strong foundation for Canadian studies, both broadly and narrowly defined.

CONCLUSIONS

From this rather cursory review of the work of the Association of Canadian Archivists, the Consultative Group on Canadian Archives, the Public Archives of Canada, and the ANQ, it is obvious that Canadian studies have become as important to the archival community as archives are to it. The report of the Commission on Canadian Studies has sparked a debate about the function and future of archives which has involved every archivist in the country. No other professional body has been so engaged by To Know Ourselves.

Archival questions are important for all Canadianists to consider. As Professor Symons suggests, archives are the very foundation of the field, and their health is important to the development of Canadian studies. Members of the Canadian studies community, be they students, teachers or researchers, should be mindful of the struggles for recognition and support in which the archives are engaged, and they should press for policies which will aid in the development of a strong national archival system which emphasizes and carries out selection, acquisition, preservation, cataloguing, diffusion and access programs properly.

This review of archives leads to agreement with the conclusion of the SSHRCC's Consultative Group on Canadian Archives that Canadian studies rest on an insecure foundation.

The ACA can do much through its committee structures to aid in the development of archival policies and to ensure a future for Canadian archives. That organization has no funding and its attempts to get some modest support for a secretariat have been rebuffed by funding agencies.

The ACA has responded genuinely and positively to the report of the Commission on Canadian Studies. It appears interested in co-operating with ACS in the development of complementary projects and policies.

In addition, the ACA's Education Committee has been successful in developing a model for graduate studies in archival education, and the Business Committee of the ACA has clearly identified the problems which must be faced in the development of archival policies appropriate for that area.

The SSHRCC's Consultative Group on Canadian Archives has demonstrated that archives are in trouble in Canada. There are serious problems related to underfunding, understaffing, inadequate facilities, outdated legislation, and lack of coordination among the different levels of jurisdiction and forms of archival service. "To add to the problem," Ian Wilson, the chairman of the group says, "archives are being pressed from all sides to provide more services than ever before."

The crisis in Canadian archives, precipitated by the growing interest in our past, is being compounded, the group notes, by the accelerated deterioration of archival collections and the need to preserve an expanding variety of documentary forms. In addition, there are problems of inadequate security for collections, the lack of training courses in archival science, overlapping acquisitions interests among archives in various jurisdictions, the need for revision of the copyright act to take account of problems in conducting research using unpublished materials, decisions on what documents are considered to be in the public domain, and many more.

The theme underlying all of the recommendations of the consultative group is the development of a comprehensive archival network across the country based on sound archival principles, namely: that records should be retained and preserved, as far as possible, by those originating them; that series of records should be kept intact; that custody of records should change as little as possible; and that archival materials should remain in the locale or milieu in which they originated. This national comprehensive network should be designed to safeguard these principles.

As the portion of this chapter devoted to the PAC indicated, the Public Archives of Canada has a serious space problem which must be addressed. Similarly, there are programs at the PAC, recognized internationally as pioneering and important, which are in jeopardy or seriously compromised because of financial cutbacks. The prime example is the diffusion program. Further, the PAC needs funds to regularly revise and update the Union List of Manuscripts in Canadian Repositories and the National Union Catalogue of Maps. Finally, the Public Archives Act and the Copyright Act need to be reviewed.

REFLECTIONS ON THE SYMONS REPORT

THE STATE OF CANADIAN STUDIES IN 1980

CHAPTER SEVEN

GENERAL CONCLUSIONS

GENERAL CONCLUSIONS

This study indicates that, since the release of To Know Ourselves, there have been a number of important advances in teaching, research and publication about Canada at our schools, colleges and universities. It also demonstrates that the impact of the Symons report has been positive and massive. No other Commission on national educational questions has elicited such interest or so effectively motivated people to address educational issues.

The chairman of the Commission, Dr. T.H.B. Symons, has done much to encourage the development of the field. Since the release of the first two volumes of his study, he has worked tirelessly to draw its findings to the attention of responsible authorities in government and in academe. Because of his efforts, and his commitment to the field of Canadian studies, the post-release phase of the Commission's work has been as important as the document itself.

This effort by Professor Symons has entailed considerable sacrifice. Follow--up to the initial volumes by this one-man Commission has meant that work on the remaining two volumes has been delayed. Given the nature of the progress that has been made on those areas covered in the first two volumes -- in no small part because of the way in which the commissioner has responded to requests for information and opinions, as well as for his time at conferences, meetings, policy sessions, and so forth -- the fact that the last two volumes have not appeared is entirely understandable. Nevertheless, it is vital for the field that these volumes be completed and that they be as thoroughly debated as have volumes one and two.

This study has been an assessment of the impact of the first two volumes of To Know Ourselves and a summary of new developments in areas highlighted in the report. At the conclusion of each chapter in this paper specific conclusions are drawn. These need not be repeated here. However, some general concluding observations may be appropriate.

Chapter one details some of the responses of governments, governmental agencies, and organizations funded by governments, to the report of the Commission specifically, and to the need for Canadian studies in schools, colleges and universities in particular. These findings indicate that many of the significant responses have come at the federal level. While some provincial governments have given proper attention to the field, there is not any consistent treatment of Canadian studies from province to province. The same is true of the provincial response to the Commission on Canadian Studies. Some provinces have taken note of it, but in others the reaction to the report has been close to a non-response.

One can speculate about the reasons for the difference between federal and provincial reactions to and interest in Canadian studies. But charges and counter-charges about causal factors do nothing to address the real needs of this community. It is more important to realize and to do something about the fact that Canada does not have a national educational strategy or a set of Canadian studies priorities. These facts have had profoundly damaging

effects on education in general and on Canadian studies in particular. One sympton of this deficiency has been the gradual collapse of indigenous Canadian textbook publishing and our growing reliance on foreign materials. We will never develop adequate Canadian studies without Canadian materials and vehicles for the communication of scholarly work related to Canada.

There are other factors which contribute to the malaise in Canadian studies -- factors about which the Commission on Canadian Studies had some important things to say. For example, Canada is an importer of research, technology and design. We have an almost parasitic relationship with many of our major economic partners in the world, yet much of what we import is of questionable value in the Canadian context. Because we are reliant on imported technologies and imported research, we are becoming less sovereign economically. Most importantly, because we have become a client state in this regard, we have failed to develop a Canadian research capacity oriented toward our own needs. This failure has tremendous implications for our future and for the development of Canadian studies.

It is true that, in terms of Canadian studies, much has been done since the release of the first two volumes of To Know Ourselves. Chapter one of this study indicates that there are a number of agencies which have the potential to make significant contributions to the development of the field. However, too many of them lack the resources to realize their goals. The National Film Board, the Public Archives and the National Museum of Man provide three troubling examples.

The second chapter of this paper deals with Canadian studies at some Canadian universities." As noted in the introduction and the conclusion to that section, there are a number of universities which have responded thoroughly and thoughtfully to the need for Canadian studies and Canadian content in the curriculum. Many universities have reacted positively to the report of the Commission on Canadian Studies, and To Know Ourselves seems to have influenced curriculum and policy at these institutions. However, many have not and in some of our postsecondary institutions both the Commission and the issue of Canadian studies have been discreetly ignored.

There are, on paper at least, more Canadian studies programs at the universities than ever before. But some programs appear to be the result of a simple relabelling of existing work rather than an increased commitment to the field. As pointed out in the introduction to chapter two, we need to do some serious work to develop Canadian studies at the university level. Attention needs to be given to a number of issues including the relative autonomy and authority of Canadian studies programs vis-a-vis disciplinary departments; the impact on academic careers of involvement in Canadian studies; the development and the viability of "core curricula" in Canadian studies programs; and a number of methodological and pedagogical questions related to interdisciplinarity, transdisciplinarity, collaborative and co-operative studies. All of these points are explained in that chapter. They lead to the conclusion that when To Know Ourselves was written, it was thought that the universities were the key to the solution of Canadian studies problems. However, the universities have not effectively addressed all of the issues, and other options need to be explored.

Chapter three provides a review of the work of four national organizations which have been making special contributions to Canadian studies for a number of years. These organizations are proving to be the key required to open Canadian studies to development. They are the Association for Canadian Studies, the Association of Canadian Community Colleges, the Association of Universities and Colleges of Canada and the Canada Studies Foundation. Some general conclusions are drawn about their impact and future potential: strong national organizations with interests in Canadian studies are central to the development of Canada's capacity to know itself.

The fourth chapter surveys, in a general way, the reactions to the report of the Commission on Canadian Studies by educational, scholarly and public organizations and societies. It provides information on some of the responses that To Know Ourselves has elicited from the popular and the scholarly press and it illustrates how education in several key professions has been affected by the report.

From this chapter we can conclude that the report of the Commission on Canadian Studies provided the general public and the academic community with a lesson on the state of Canadian studies. The initial response from the public was a mixture of shock, concern and outrage that our universities were failing so completely to address legitimate Canadian needs. Many in the scholarly and the university community reacted defensively and there was a spate of denials and denunciations of the report. However, over time, as the academic and scholarly communities had time to measure the value of the report away from the white heat of public debate, it became clear to many that Dr. Symons and his colleagues had done the disciplines and the professions a considerable service. The response from these quarters to the recommendations in the Commission's report has become increasingly positive over the last four years.

Chapter five deals with Canadian studies abroad. It reviews the work being done by the Department of External Affairs, especially in the Academic Relations Program, to advance the study of Canada in other countries. Work done in Britain, France, Italy, Germany, Japan and the United States is surveyed. In addition, some of the international programs of the Canada Council, the SSHRCC and others are reviewed.

While much has been done since the release of To Know Ourselves to advance the study of Canada abroad, a tremendous amount remains to be done. Canadian studies beyond our borders are still in their infancy, and there needs to be greater effort put into developing the quality of these studies as well as their quantity. More could be done to bring the Canadianists abroad into contact with Canadian studies researchers, teachers and administrators at Canadian colleges and universities. Strategies appropriate to the funding available for this work must be developed. When possible certain valuable existing work should be expanded. For instance, the Academic Relations Division of External Affairs has a book and journal distribution program which provides Canadianists abroad with materials and helps the Canadian publishing industry develop a much needed market. At present, this effort costs the Canadian government about $180,000 annually. An increase in this relatively small expenditure in External's overall funding would be a boon to both recipients and producers.

The sixth chapter provides a detailed review of the state of Canadian archives. Tom Symons called archives the foundation of Canadian studies. If archives are the foundation of the field, then Canadian studies are on an incredibly insecure footing. There are massive and urgent problems regarding archives in Canada which must be addressed.

Since this study was prepared for the Department of the Secretary of State, it seems appropriate to conclude with several comments directed to that ministry.

The Department of the Secretary of State should be commended highly for the generous and imaginative funding that it has provided directly for the support of Canadian studies. Grants to the ACS, the ACCC and the CSF have been instrumental in the development of these organizations and in helping them address the needs of their various constituencies.

These organizations are doing important work which will benefit Canadianists everywhere. It is crucial that these efforts be sustained. If they are not, we are in danger of seeing their efforts dissipated. That would mean that money spent will have been wasted to a considerable extent.

Beyond these specific grants, however, there are many other areas which need to be addressed. So many of the agencies of the federal government which have indicated an interest in Canadian studies need support to make meaningful contributions to the field. The National Film Board, the Public Archives, the National Library, the National Museums Corporation and the SSHRCC come to mind. Even though many of these organizations no longer report to the Secretary of State, as a result of a recent reorganization, the department and the minister are encouraged to bring these findings to the attention of the appropriate bodies and to press within government for solutions to many of the problems identified in this study.

REFLECTIONS ON THE SYMONS REPORT

THE STATE OF CANADIAN STUDIES IN 1980

I N D E X

I N D E X

Acadian Studies 78-79, 83
Adventures in History Series 8
Alberta, Government of, 34-35, 39, 46, 47
Alberta, The University of, 35, 36, 45, 45-48, 110, 129, 132, 210
Algonquin College 138-139
Archives 10, 22, 37-38, 55-56, 61, 63, 75, 78, 81, 122, 139, 156, 157, 163, 166, 172, 204-225, 230
Archives Nationales du Québec, Les 222-224
Association for Canadian Studies, The (ACS) 7, 15, 29, 30, 58, 70, 112, 132-135, 138, 143, 145, 150, 151, 163, 166, 188, 195, 202, 211, 221, 229, 230
Association for Canadian Studies in the United States (ACSUS) 135, 190, 191-192, 196
Association Française des Études Canadiennes (AFEC) 190, 193
Association of Canadian Archivists, The (ACA) 157, 166, 204-205, 206-211, 214, 224-225
Association of Canadian Community Colleges (ACCC) 7, 27, 30, 132, 134, 135-140, 143, 150, 156, 166, 205, 229, 230
Association of Universities and Colleges of Canada (AUCC) ix, 132, 134, 136, 138, 140-145, 149, 150, 151, 156, 166, 186, 229
Athabasca University 53
Atlantic Institute of Education 148, 166
Atlantic Regional Veterinary College 33
Axis of Perception Map 8

Bay St. George College 139
Bishop's University 48-49
Book and Periodical Development Council 39, 167
Brandon University 49-50
British Association for Canadian Studies (BACS) 135, 190, 191, 193, 199-200
British Columbia, The University of 25, 50-52, 132, 148, 163, 166, 173, 189

Brock University 52-53, 128

Calgary, The University of 27, 53-56, 139
Camosun College 139, 140, 169
Canada Council ix, 4, 5, 6, 21, 22, 32, 171, 197, 211, 213, 229
Canada Studies Foundation, The (CSF) 7, 29, 35, 84, 132, 134, 135-136, 145-149, 150, 166, 229, 230
Canada's Visual History 16
Canadian Broadcasting Corporation (CBC) ix, 4, 61
Canadian Context for Science Education, A 20-21, 176
Canadian Institute for Historical Microreproduction 5, 6, 39
Canadian Studies Abroad 10, 65, 102, 126, 132, 134-135, 167, 185-186, 229
Canadian Studies, definitions of 42-44, 47, 48-50, 50-52, 52-53, 55-56, 58-59, 61, 62, 63, 64-65, 74-75, 76-77, 79-80, 81, 82, 86, 89, 91, 93, 96, 98-99, 108, 109-110, 111, 117, 119, 120-121, 122, 124, 125-126

Canadian Studies Review 16
Canadian War Museum 16, 17, 18
CAN-MARK 11, 220
Capilano College 139
Carleton University 29, 45, 56-59, 80, 134
College Militaire Royal de Saint-Jean 59-60
College of Cape Breton 140
Concordia University 60-61, 80
Conestoga College 139
Consultative Group on Canadian Archives 22, 205, 211-216, 224-225
Consultative Group on Individual, Language and Society 22
Consultative Group on Legal Education 24-25, 182, 219-220
Consultative Group on Research and Graduate Education in Business, Management and Administrative Studies 22-24, 179
Consultative Group on Survey Research 22
Consultative Group on University Research Libraries 5
Council of Ministers of Education (CMEC) 31, 35-36, 138, 141, 147, 189

Dalhousie University 61-62
Dictionary of Canadian Biography 21, 107, 133, 171

Education Support Programme (NFB) 9
External Affairs, Department of 10, 135, 143, 186, 187-192, 192, 193, 194, 195, 196, 197, 202, 229

Fanshawe College 139
Faulkener, The Hon. Hugh 27, 58
Foundation for Canadian Studies (U.K.), The 193, 194
Fox, The Hon. Francis 27
French Canada Studies 48, 49, 52, 55, 57, 58, 60-61, 63, 64, 65, 66, 74-75, 78, 79, 85, 87, 88, 92, 96, 98, 101, 102, 108, 119, 124, 129, 130, 145-146, 147
Future of the National Library of Canada, The 14, 268

Georgian College 139
German Association for Canadian Studies 190, 193
Glenbow Foundation 36
Guelph, University of 38-39, 63-64, 128, 166, 173

Health and Welfare, Department of 3, 183
Hebrew University of Jerusalem, The 200
Historical Atlas of Canada 25
Humanities Federation of Canada 170
Humanities Research Council of Canada 170, 171, 172
Humber College of Applied Arts and Technology 139
Indian and Northern Affairs, Department of 3, 174
Italian Association for Canadian Studies 190, 194

Japanese Association for Canadian Studies, The 190, 194
John Abbott College 60
Journal of Canadian Studies 39, 108, 110, 134, 160-161
Journals 43, 90, 112, 133, 154-166

Jules and Gabrielle Leger Fellowship 25-26, 28, 139

Kelsey Institute of Applied Arts and Sciences 139, 140
Keyano College 139

Lakehead University 64
Laurentian University 64-65
Laval University 25, 45, 66-67, 80, 141, 148, 164, 189, 210
Learned Societies 142, 143, 145, 166, 170-174, 186
Legal Education 180-182
Lethbridge, The University of 53, 67-70

Macdonald, the Hon. David 28
Manitoba, The University of 25, 45, 70-74, 128, 132, 148, 189
Massey Commission, The 4
McGill University 74-76, 129, 130, 137, 157, 161-162, 163, 202, 210
McMaster University 25, 76-77
Memorial University 25, 32, 45, 77-78
Mercury Series 16
Moncton, Université de 78-79, 128
Montreal, Université de 25, 79-80, 98
Mount Allison University 45, 80-81
Mount Royal College 139
Mount St. Vincent University 82

National Endowment for the Humanities (U.S.) 195
National Film Board of Canada (NFB) ix, 4, 5, 6-13, 31, 39-40, 72, 143, 220, 228, 230
National Film Television Sound Archives 31, 205, 220-221
National Library Board of Canada 13, 15
National Library of Canada, The 5, 13-16, 31, 39, 143, 220, 222, 230
National Museums Corporation 4, 16, 230
National Museum of Man 5, 16-17, 39-40, 228
National Research Council ix, 4, 175
National Science Foundation (U.S.) 196
Native Studies 9, 50, 59, 67, 73, 79, 87, 96, 114, 138
Natural Sciences and Engineering Research Council of Canada (NSERCC) 17-18, 39, 175
New Brunswick, The University of 82-83
New Brunswick, Government of 137, 166
Northern College 139
Nova Scotia, Government of 35
Nova Scotia Institute for Technology 139
Nova Scotia Land Survey Institute, The 139

OECD External Examiners 29, 149, 175
Olds Community College 139
Ontario Arts Council (OAC) 3, 36-39, 63, 64, 167, 205
Ontario, Government of 34, 107
Ontario Heritage Foundation 36
Ontario Institute for Studies in Education (OISE), The 7, 83, 84, 88, 148
Ontario Science Centre 36
Ottawa, Université d' 26, 84-85, 173

Pacific Vocational Institute 139
PRECIS 11,220
Press reactions to the Symons' Report 4, 5, 154-157, 229
Prince Edward Island, University of 85-86, 128, 132, 133
Professions, education in the 174-183
Public Archives of Canada (PAC) 10, 172, 205, 213, 214, 215, 216-222, 224, 225

Québec, Government of 32, 35, 66, 222-224
Québec, Université de 80, 86-88
Queen's University 25, 43, 88-90, 111, 129, 132, 166, 181

Regina, University of 45, 91-92, 128
Roberts, the Hon. John 27, 29, 30, 218
Ryerson Polytechnical Institute 92

St. Clair College 139
St. Francis Xavier University 92-93
St. Mary's University 45, 93-94, 128
St. Thomas University 94
Saskatchewan Institute of Technology, The 139
Saskatchewan, University of 94-96
Science and Technology, Ministry of State for 3, 19, 174
Science Council of Canada ix, 4, 18-21, 39, 166, 175, 176
Science Education in Canada: The Basis of a Research Study 21
Secretary of State of Canada, The Department of the vii, viii, 3, 27-33, 39, 47, 69, 77, 133, 135, 136, 137, 139, 140, 141, 143, 144, 147, 148, 150, 151, 214, 218, 230
Seeing Canada: Films for Canadian Studies 10, 190
Seeing Ourselves: Films for Canadian Studies 10
Seneca College of Applied Arts and Technology 133, 134, 139
Sherbrooke, Université de 80, 96-97, 117-118
Simon Fraser University 45, 97-99
Social Science Federation of Canada, The 170, 171, 172
Social Sciences and Humanities Research Council of Canada, The (SSHRCC) 5, 21-27, 39, 47, 135, 170, 171, 179, 180, 182, 188, 197, 202, 205, 211-215, 225, 230
Social Sciences Research Council of Canada, The 170, 173
Strategic Grants by NSERCC 18, 175
Strategic Grants by SSHRCC 24-25
Sudbury, Université de 64-66

To Know Ourselves: Canadian Studies and the NFB 6
Toronto, University of 25, 31, 99-108, 127, 128, 163, 164, 173, 210
Trent University 51, 108-112, 132, 166

Versioning of films 11
Victoria, University of 112-114, 173, 181

Waterloo, University of 114-117, 159, 165
Western Canada Pictorial Index 123
Western Ontario, The University of 117-120, 128, 166, 181, 210
Wilfrid Laurier University 25, 120-121
Windsor, University of 121-123, 139, 189, 210
Winnipeg, The University of 123-125

York University 25, 125-127

Canada